

PREPARATION AND EVALUATION OF TEXTBOOKS IN SOCIAL STUDIES

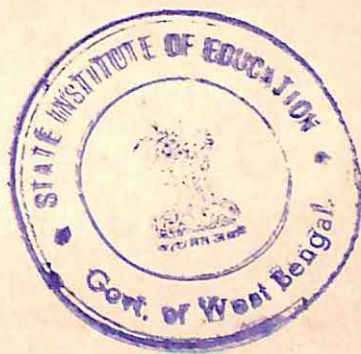
Some Principles and Procedures

Experimental Edition



NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

✓
8517



8517

Experimental Edition

Preparation and Evaluation of Textbooks in Social Studies

—Some Principles and Procedures—

ADARSH KHANNA

C. P. RAI BHATNAGAR

CHANDRA BHUSHAN



Department of Textbooks
National Institute of Education
**NATIONAL COUNCIL OF EDUCATIONAL
RESEARCH & TRAINING**



January 1970

Pausa 1891

First Edition : 2,000 Copies

© *National Council of Educational Research and Training 1970*

8.10.93

7484

Published at the Publication Unit by the Secretary, National Council of Educational Research and Training, Aurobindo Marg, New Delhi-16 and printed by the United India Press, Bahadur Shah Zafar Marg, New Delhi-1.



Preface

ONE OF THE MAJOR variables that conditions and controls the quality of school education is the quality of textbooks. This is because of many reasons. The textbook plays a crucial role in generating educative interactions in the classroom between the teacher and the learner, as also between the learner and other co-learners as a result of which learning occurs in a given group. The textbook is also used for self-learning by individual students either in the classroom or at home. The learning that occurs in the home is largely with the help of textbooks especially in a country like ours where other instructional materials are hardly available. At home, the learner uses textbooks for advance learning, revision and reinforcement of previous learning, and, in some cases, for additional learning for enrichment purposes. For the teacher, the textbook acts as a syllabus *de facto* with the help of which he defines and delimits his content of teaching. He uses the textbook as a prime instructional aid to generate a variety of educative experiences through group work and individual assignments. The techniques built into the textbook are most helpful to the teacher in organizing his teaching task. Thus, the textbook assumes a place of paramount importance in the field of formal education.

Having recognized this fact, the National Council of Educational Research and Training has undertaken several programmes to improve the quality of school textbooks. The Department of Textbooks of the Council's National Institute of Education has launched a programme of developing literature on the principles and procedures of preparation and evaluation of school textbooks in different subjects. One of the purposes of this programme is to evaluate some of the existing textbooks in collaboration with appropriate agencies so as to improve the books from time to time.

Apart from the improvement purpose of evaluation procedures and tools, they may serve as guidelines for the selection or review of textbooks. The principles of producing textbooks should prove very valuable in preparing better textbooks besides evaluating their quality. It is felt that such literature should become helpful to authors, reviewers and evaluators of school textbooks in a variety of ways.

A recent national survey of school textbooks has shown that as many as twelve thousand approved or recommended textbooks are in

vogue in the country at present for the school stage alone. In striking contrast, however, the literature on the methodology of preparing and evaluating textbooks is very scarce. Unless some basic principles of preparing good textbooks and systematic procedures of evaluating them are developed, it may be difficult to introduce a dynamic, self-propelling process of continual improvement of this vital component of the school education system.

The present brochure is an humble attempt, in this direction. It embodies some principles of textbook preparation in Social Studies. It also includes procedures and tools of evaluating Social Studies textbooks for improvement, selection and such other purposes. While the scope of the brochure is limited to the elementary grades, many of the principles and procedures may be applicable to the Social Studies textbooks for the secondary stage as well.

The procedures and tools of evaluating textbooks given in this brochure are more in the form of guidelines rather than being fully finalised or exhaustive. Even the principles of preparing textbooks provide basic guidelines for their evaluation. The user of these evaluation tools may, therefore, modify them, as and when necessary, to suit the specific purpose for which he intends to carry out textbook evaluation and other facilities such as personnel, time and material resources available for the task.

It may be noted that the present publication is only an experimental edition. It is intended to obtain the reactions of knowledgeable and experienced persons on this draft brochure with a view to improving it further. We invite observations of the users of this brochure, and comments from others concerned so that the publication can be revised and improved.

In the end, I wish to convey my heart-felt gratitude to all those who contributed towards the development of this brochure. Smt. Adarsh Khanna, Shri C. P. Rai Bhatnagar and Shri Chandra Bhushan undertook the major responsibility of planning, drafting, and redrafting the entire brochure. The first draft was revised on the basis of the suggestions received from a number of persons from the NIE and outside, many of whom participated in a working group convened for the purpose.

In this respect we gratefully acknowledge the help of Shri B. N. Bhatnagar, Shri P. S. Chaudhari, Shri H. K. Devsare, Shri V. K. Godbole, Shri J. C. Gupta, Miss Raj Mathur, Shri Rashid Naumani, Dr. Udai Pareek, Shri N. K. Sharma, Shri C. S. P. Sinha, Prof. K. S. Yagnik and Miss K. Zamver.

I am also grateful to Shri N. Chakravarti, Shri S. H. Khan, Miss I. Kulshreshtha, Dr. Prayag Mehta, Dr. R. G. Mishra, Shri B. N. Pal,

Shri H. S. Shrivastava, and Shri Prabhakar Singh of the N.I.E. for their valuable contribution in developing the brochure.

It is hoped that the publication will be useful in its own humble way in improving the quality of preparing and evaluating Social Studies textbooks. Comments and observations on this draft brochure are earnestly solicited.

New Delhi
December, 1969

R. H. DAVE
Head of the Department
&
Jt. Secretary, National
Board of School Textbooks





Contents

	Page
Preface	iii
PART I	
Preparation of textbooks in Social Studies	
Textbook Preparation—An Over-view	1
Planning the Social Studies textbooks	5
Writing the Manuscript	9
Planning, Preparing and Procuring the Illustrations	20
Reviewing, Trying out and Editing the Manuscript	24
Producing the Textbook	31
PART II	
Evaluation of textbooks in Social Studies	
Textbook Evaluation—An Introduction	41
Criteria for the Evaluation of Social Studies textbooks	45
Procedures and Techniques of Textbook Evaluation	58
Tools for Evaluating Social Studies textbooks	77



PART I

**Preparation of Textbooks
in
Social Studies**

Textbook Preparation—An Over-view

TEXTBOOKS CONSTITUTE an inseparable part of any system of education today. Even in the most developed countries, where a variety of teaching-learning tools and techniques are available in the classrooms, textbooks continue to enjoy their respectful place. In a developing country like ours, where even the minimum essential requirements of a classroom are hardly provided, the need for quality textbooks cannot be over-emphasized. In fact, the textbook is the one useful instructional tool which is available both to the teachers and the pupils—the two principal users of textbooks. To the teacher, it provides useful guidelines along which he plans his day-to-day teaching; serves as a reference book while actually teaching in the classroom; provides suggestions for some assignments; suggests activities to be taken up in the classroom and outside. To the pupil, it is the most accessible guide, a dependable reference book and an all time companion. The pupil makes use of the textbook to prepare himself in advance for learning in the classroom; refers to it during the course of learning in the classroom; revises and reinforces the classroom learning; does assignments at home; prepares for the examination; reads for pleasure; and seeks guidance and references for further studies.

The textbook is carefully designed to influence the learners in specific areas of growth and achievement. It helps the pupils to grow towards certain pre-stated educational goals. Teachers in schools strive to achieve these goals through the use of prescribed textbooks supplemented by other educational materials and related experiences. Likewise, textbook writers, designers and producers also aim at realizing certain pre-stated educational objectives which are generally described in terms of pupil growth and achievement in different areas—such as cognitive, affective and psychomotor.

Education is a means of transmission of culture from one generation to the other. In this context, textbooks, used by millions of school children, serve as potential media of mass communication. Besides perpetuating and extending our cultural continuities, textbooks also have a positive role to play in bringing about desirable cultural change by discarding certain out-dated values and customs and introducing radical changes. Therefore, textbooks as vehicles of mass communi-

cation, are consciously used not only for preserving but also for revolutionizing a society, its values, beliefs and social systems.

That textbooks exercise a tremendous influence on the minds of the pupils, specially the young learners, cannot be over-emphasised. It is, therefore, in the fitness of things that a lot of careful planning is done whenever a textbook is proposed to be brought out. Textbooks planned and written in a hurry are likely to be fraught with such stuff as may leave negative or undesirable influence on the pupils. The rule that sufficient time and thought are given for planning, writing and printing a textbook, must be strictly observed. No steps should be skipped over and the manuscript must be subjected to thorough scrutiny, review and revision before it is finally printed.

After the decision for bringing out a textbook has been taken, the first major step is that of writing the manuscript. Writing is the other name for communicating to the reader. This problem of communication may be best summarized as the problem of 'What', 'Why', 'To whom' and 'How'. To put it more clearly, the 'What' and 'Why' aspects of the problem of writing textbooks are primarily concerned with the selection of content and determination of educational goals contemplated to be achieved through the study of a particular subject. The 'To whom' aspect of the problem pertains to the pupils, the textbook is to be designed for or is addressed to. As a matter of fact, these three aspects of the problem do not apparently concern the textbook writer and the chief responsibility for these rests with the curriculum planners, philosophers, psychologists, pedagogues and other experts. However, the writer who is basically concerned with the 'How' aspect of the problem has to constantly bear in mind the first three aspects. But again, the problem of 'How' is precisely the problem of communication and it can be best tackled with a constant reference to what has to be communicated, with what objectives and to whom.

The problem of 'What' is the other name for the problem of the selection of content for the text-book. The syllabus indicates the scope and details of the content for a given textbook. However, as a rule, no course outline or syllabus can be followed too rigidly. It has to be modified and remodified in the light of the educational objectives, the nature of the learners, nature of the content and above all the practical difficulties of writing. In the scheme of manuscript writing, selection of content is, therefore, the first step. A judicious selection of content is possible only if the nature of the pupils and objectives of curriculum are always kept in view.

The 'Why' aspect of the problem refers to the process of selecting or establishing immediate and distant educational objective. All

societies have their respective social and national goals to achieve. For example, we, in India, have by common consent accepted democracy as the form of the government. Ours is a multi-religious and multi-lingual nation. Educational objectives for our country are, therefore, to be selected in the light of these and such other facts. Secularism, national integration, communal harmony, mutual tolerance, and an abiding faith in the democratic system of government are some of the national goals we strive to achieve through formal education. Textbooks, by virtue of their manifest purpose, have to play a very important role in the realization of these goals.

The 'To whom' aspect of the problem brings into focus the nature of the readers, the textbook is addressed to. Here, it may be noted that a textbook writer is not like a fiction writer. He does not write only to please himself or to please others. He has to write with a definite purpose which is quite different from that of an ordinary writer. Therefore, before he attempts any writing, he must know the readers for whom he is required to write. He should know full well his audience—their age, their maturity level, their existing knowledge, their language, their vocabulary, their needs and interests, their social and cultural background and other general characteristics—physical, psychological and intellectual. Unless he has fully acquainted himself with the nature of his audience, the textbook author is very likely to miss his target. In fact, his selection of objectives, his selection of content, and his approach to writing and presenting the material will all be guided by the nature of his audience i.e. the pupils.

Selecting content, establishing immediate and ultimate educational goals and knowing the general nature of the readers are important pre-requisites for textbook writing. But this is not enough. The real problem lies just ahead. This problem is the problem of communication. Here lies the opportunity for a textbook writer to use and exploit the tricks of his trade. It is only at this stage that he is, to some extent, free to show his originality, creativity, craftsmanship and his artistic or literary skill. Simultaneously, he has to avoid a number of pitfalls. For instance, a textbook writer cannot afford to be figurative at the cost of simplicity and clarity. He is required to be forceful without being authoritative. He has to teach but not to preach or sermonize. In short, the success of a textbook writer lies in achieving the most effective communication without falling a victim to any such hazards.

The first draft of the manuscript prepared by the author requires thorough scrutiny and review by experts in content and language. After the suggestions given by reviewers and other experts are incorporated, the manuscript is ready for the press.

After the manuscript has been finally reviewed and edited, it is got neatly and uniformly typed with indications for pictures and maps in the margin. At the production stage, first the manuscript is critically read and edited by the production editor whose responsibility is to make the manuscript print-worthy. The production editor, then, in consultation with the textbook illustrator and the author, takes decisions about the format or the size and the shape of the book in general. When the final proofs are ready, a dummy is planned. The dummy is a rough layout which shows the arrangement of text material and illustrations on different pages. Dummy making involves the important task of designing each text page in most appropriate manner. In fact, each page of the textbook is a piece of art and should be highly attractive and appealing. The printer is required to go by the design of the textbook. When all the formes comprising of specified pages have been printed, the cover page, as designed by the producers, is also printed. In the end, all the printed pages are stitched together and trimmed. The textbook is thus finally ready in the printed form.

The story of writing and printing a textbook, is however, not so simple and brief as it may outwardly appear. In fact, it is a very difficult and complicated process spread over a long period of time. It involves collective and cooperative effort by textbook writers, curriculum planners, reviewers, editors, illustrators, designers, printers and other experts who all have a number of 'dos' and 'don'ts' to follow.

In the chapters to follow, some important principles and steps of preparing Social Studies textbooks for elementary grades, have been suggested. For convenience the suggested principles and steps are being grouped under Planning; Writing; Reviewing, Editing and Try-out; Illustrations; and Production—the important stages of textbook preparation.

Planning the Social Studies Textbooks

THE FIRST STAGE in the preparation of a textbook is careful planning. Thorough planning of all aspects of the textbook is absolutely essential to produce a good textbook. Some important aspects and principles of planning Social Studies textbooks for elementary grades are suggested below:

I. The need for the proposed textbooks should be identified.

It is necessary to know clearly the answers to such questions as:

- (a) For which grade or grades are the textbooks intended to be written?
- (b) Is it a textbook series to be developed for the entire elementary stage or a single textbook is to be written for one particular grade?
- (c) Where is the textbook going to be prescribed?
- (d) How many copies of the textbook would be required?
This will determine the mode of printing and the nature of art work for illustrations.
- (e) When is the textbook intended to be prescribed for use in schools? This will indicate the time available for the preparation of the book.

II. Adequate time should be allowed for the preparation of textbooks.

Several steps are involved in the preparation of a textbook e.g. planning; writing of the manuscript; reviewing, editing and trying out the manuscript; illustrating; designing and printing. Each step is very important. It is not desirable to skip over any of the steps or adopt the shortcuts. At the planning stage, therefore, it is necessary to calculate realistically the implications of time for each of the steps. Once the time is thus calculated, it becomes obligatory for the authors and others involved in the preparation of textbooks, to strictly honour the commitment.

Generally, when the decision to prescribe a new series of textbooks, is taken, the publication of the older series is stopped. If the new series is not made available to the students on time, they are

likely to go without any textbooks. Therefore, it is a moral obligation for all those involved in textbook preparation, to keep to their commitments.

III. Selection of authors should be suitable.

Selection of suitable authors is an important aspect of planning the textbook. The author of a Social Studies textbook for elementary grades, besides being well versed in his subject, should essentially possess the experience of teaching in an elementary school. A textbook series for elementary grades should preferably be written by a team of authors rather than a single author. In case a single author takes up the writing of the entire series of Social Studies textbooks for elementary grades, it may be desirable to set up a panel of experts in different social sciences who are easily accessible to the author as and when he needs them for consultations.

IV. The author should decide in advance regarding the important sources of information to be used.

The authors of Social Studies textbooks invariably draw upon various sources of information. They have to refer to the latest reports and gazetteers for authentic and up-to-date information. The very nature of the subject of Social Studies involves usage of technical terms. It is essential that one authentic source be adopted for the explanation of technical terms. Similarly, for spelling one reliable dictionary should be adopted. Decision need also be taken regarding the authentic books for historical dates and evidences.

V. The author should study and review the latest Social Studies textbooks in use with a view to identifying their strengths and weaknesses.

The series under preparation will have to take care that the weaknesses of the earlier series are not repeated and that the strong points are not missed. If the author has studied the existing series of textbooks, he will be in a position to improve upon the textbooks already in use.

VI. The publisher and the author should estimate in advance the approximate size of the textbooks.

While planning to write a textbook, the author has to make a rough estimate of the size of the textbook i.e. the number of pages and words. It will help the author in planning the details of the content to be included in each of the chapters. In the absence of such an estimate the author is likely to go into any length of details.

This will not only result in making the book unwieldy and unsuitable for elementary school children, but it will also add to the price. The textbook for elementary schools cannot ignore the price which must suit the pocket of the common man. The price of the textbook limits roughly the total size of the textbook and the number and nature of illustrations. Therefore joint planning of the textbook by the author and the publisher, at the initial stage, is essential.

VII. The authors should develop a detailed statement of objectives of teaching Social Studies in the elementary grades .

The textbooks should be planned with reference to the detailed specific objectives of teaching Social Studies to the children of elementary grades. In case, such a statement is not provided in the syllabus, it would be necessary to formulate such a statement on the basis of whatever broad purposes or guidelines have been provided in the syllabus.

Even if an author is planning a Social Studies textbook for a single grade, it is important for him to bear in mind the objectives for the entire elementary stage. Of course, an author must develop a detailed statement of objectives in terms of understandings, attitudes and skills for the particular grade for which he is writing the textbook. A knowledge of the objectives for the secondary stage is also desirable in so far as it helps to minimise the gap between the achievement of the children at the end of the elementary stage and the beginning of the secondary school stage.

VIII. A detailed plan for writing each of the chapters should be developed .

The course outline suggested in the syllabus will have to be suitably broken up and planned in terms of the chapters. Different procedures can be adopted for planning the chapters of the textbook. The whole textbook may be divided into a few units—each unit containing chapters on more or less homogeneous themes or the whole book may be straightaway divided into a number of chapters. Whatever the procedure, it is essential to constantly weigh and see that the chapters within a unit cover the total objectives for each of the units. Also the objectives of all the units in the book, put together, take care of the objectives of the textbook. Or, if there are no units, the objectives covered by each of the chapters, put together, take full care of the total objectives of the textbook.

It is, therefore, necessary not only to detail the specific objectives for each of the chapters but also to develop the content outlines for each chapter with reference to the objectives. This will

determine the scope of the various chapters.

At this stage the involvement of actual primary school teachers is highly desirable. The chapter outlines may be discussed with a very carefully selected group of primary school teachers. It will help to make the chapter outlines more realistic and useful for elementary grades.

The size or the length of the chapters is an important consideration while planning the chapters. The size should be convenient to the child. An elementary school child does not like to sit and concentrate on one thing for very long. Hence the textbook author should try to keep the length of the chapters as short as possible depending upon the nature of the topic. The size of the different chapters should, as far as possible, be homogenous.

IX. The chapter titles should be meaningful and interesting.

Titles for the chapters should be brief, meaningful and interesting. It is important for authors of all textbooks to make a judicious choice of the titles for various chapters. In the case of textbooks for young children, it is of special significance. Children generally remember the titles of the various chapters in the book. The brief and interesting titles go a long way in helping them in this direction.

Writing The Manuscript

HAVING CAREFULLY planned the different aspects of a textbook, the first important step is the writing of the manuscript. The manuscript forms the soul of a textbook. The quality of a textbook is, to a large extent, determined by the quality of the manuscript. Writing of a textbook is a highly specialised and creative activity which cannot be bound by rigid principles. Mechanical adherence to a set of principles may even result in a rather poor manuscript. Any statement of principles, therefore, is for the guidance of an author who is otherwise qualified and has a genius for writing textbooks for children. With this note of caution we are suggesting below some important principles for the guidance of the authors of Social Studies textbooks for elementary grades.

- 1. The over-all purpose of teaching Social Studies should pervade all Social Studies textbooks.**

Some important components of the over-all purpose of Social Studies are :

- (i) An understanding of man's basic needs and his activities to meet those needs.
- (ii) The study of how, in the process of evolution, man had to struggle hard to improve his lot and that man can improve his lot only through hard work and cooperation with his fellow-beings.
- (iii) Knowledge of man's ways of living—differences and similarities; how ways of living are influenced by various factors in the environment and how people with different ways of living can live side by side in peace.
- (iv) Knowledge of man's social and physical environment and the inter-action between man and his environment.
- (v) Study of the institutions like family, school, church and government developed by man to meet his needs.
- (vi) Dedication to the basic principles and values of society and a commitment to participate in the processes through which the society is maintained and improved.

- (vii) Patriotic pride based on a fair and just appreciation of past and hope for a bright future.
- (viii) Tolerance and respect for people's views.
- (ix) A willingness to assume personal responsibilities for the effective operation of the group.
- (x) Respect for the dignity and worth of every human being regardless of racial, national, economic or social status.
- (xi) Ability to participate intelligently in the process of decision-making in a democracy including parliamentary procedures and elections.
- (xii) A desire to obey law and authority based upon an understanding of personal responsibility toward others.
- (xiii) A willingness to assume responsibility for personal and public property and for the natural resources of the nation.
- (xiv) A respect for people of all religions and for those from different parts of our country.

II. Social Studies textbooks should assume special responsibility towards the promotion of some national goals like, democracy, secularism and national integration.

Textbooks in Social Studies have a great responsibility towards the pressing contemporary national goals and social problems like democracy, secularism and national integration. They also need be concerned about such social problems as the eradication of the institution of untouchability, improvement of nutritional standards and elimination of wastage of food. It is not necessary to include separate chapters devoted to each of these problems in the textbooks for elementary school children. However, the author of a Social Studies textbook constantly bears such national goals and social problems in mind while selecting the content for various chapters, selecting activities and practical exercises for children, planning illustrations and deciding about the details of presentation. He makes sure that the book, through its content, style of presentation, exercises and illustrations, provides the understandings which are necessary for the promotion of these national goals. The activities and exercises suggested in the textbook provide an opportunity for the children to engage in practices which foster the attitudes basic to the promotion of the urgent national goals. It is true that the textbook can help towards the promotion of these national goals only to a limited extent. The actual organisation of the Social Studies programme in the class room can go a long way to supplement and foster the understandings and attitudes initiated through the study of the textbook.

III. Social Studies textbooks should promote moral values.

Social Studies textbooks cannot escape their responsibility to improve the morals of the child and through him those of the society. It is at this young age that certain moral principles can be internalised and can become a part of the child's habits and attitudes towards life. It is at this age again that a child can be trained to appreciate what is good and to develop an abhorrence towards evil. It is in this context that the child can be morally trained. The Social Studies textbooks can do a lot in this direction.

The first thing that a child learns from his teacher is the sense of discipline. This attitude has to be further strengthened by introducing into Social Studies textbooks, stories of well-disciplined and well-behaved children. At the same time, in childhood, there is a possibility of developing the habit of telling lies and cheating. Therefore, such stories and narratives should be included in the text as may prevent the child from going astray.

The textbook should select such events from life as will strengthen the moral sense of the child. They should also help in developing in him the honesty and sincerity of purpose. The textbook in the primary stages should seek to make the child well-mannered and well-behaved. It should help him to acquire a sense of justice and judicious behaviour. The textbook should also discourage him from blaming others and alibing. It should inculcate in him a sense of good and bad and help him achieve truthfulness. If these things are achieved through a Social Studies textbook, much will have been done.

IV. Social Studies textbooks should give a balanced picture of the life of man and the interaction between man and the environment.

The life of man and the interaction between man and the environment form the important theme of Social Studies textbooks for elementary grades. The life of man includes all aspects—economic, social and political. The environment covers both physical as well as social environment. In terms of time, life as well as environment relate to the past, present and the future. A good textbook in Social Studies should avoid preponderance of any one aspect to the neglect of others. Heritage, for example, is as essential as the problems of contemporary life or the preparation for future.

V. The Social Studies textbook should reflect and help in the realization of the specific objectives of teaching Social Studies in the grade for which the textbook is meant.

It is helpful to spell out the specific objectives for a particular grade in terms of the knowledge or understandings, attitudes and skills.

Since it takes several years to promote some of the understandings, attitudes and skills through a carefully planned curriculum for a school stage, it may be necessary to bear in mind some estimate of the extent to which a particular textbook will contribute towards the attainment of the various objectives.

VI. The textbooks should take into consideration the objectives of teaching Social Studies at the elementary stage and also the objectives for the secondary stage.

The authors of the textbooks for different grades have to constantly bear in mind the detailed objectives for the entire elementary stage. Generally, each of the objectives—whether it is an understanding or an attitude or a skill, takes several years to be fully achieved. In some cases the achievement of an objective may be spread over the entire elementary stage and the authors of the textbooks for various grades will have to decide the extent to which their respective textbooks will contribute towards a particular objective.

Knowledge of the objectives for the previous and the following classes helps an author to understand the background of the children and the requirements in terms of the preparation for going to the next class.

The knowledge of the objectives for the secondary stage is also essential to ensure that at the end of the elementary stage the child is ready for the secondary stage. It will help to minimise the gap between the two stages.

VII. The Social Studies textbook should promote its central theme.

Besides the over-all purpose of Social Studies and the detailed specific objectives for each grade, a Social Studies textbook is likely to have a central theme which runs through the textbook. To take a few examples, mention may be made of such themes as—our country and its unity; equality of man; progress of man through struggle, hard work and cooperation.

The various chapters of the textbook contribute towards the promotion of the central theme in more or less degrees. It is not necessary that each chapter of the textbook should be directly related to the central theme of the book. It is possible that there may be certain chapters which do not directly promote the central theme whereas some other chapters may have an important role towards the promotion of the central theme. The author constantly bears the central theme in mind and promotes it through a careful selection of the content; selection of suitable examples; and his style of presentation. He tries to make sure that the book, as a whole, promotes the central

theme. He also takes care to see that none of the materials in the textbook consciously or unconsciously selected by him negates the central theme.

VIII. The Social Studies textbooks should provide for the full growth of the personality of the child.

Social Studies is a compulsory subject of the school curriculum. It is to be regarded as an indispensable part of the general education of the pupil. Herein lies an important consideration determining the purpose of Social Studies in school. It has to further the objectives that a general education course attempts to attain: adding balance to the curriculum; helping the building up of balanced personalities; imparting relevant information as well as developing desirable attitudes and necessary skills; in short bringing out complete men with alert and sensitive minds—creative, aesthetic and scientific.¹

This comprehensive aim cannot be achieved through the provision of relevant information alone. The subject of Social Studies owes a great responsibility towards the promotion of socially desirable attitudes, behaviour and skills.

There is a limit to which a textbook can give all the knowledge that the children of a certain grade should possess. Therefore, the author should not only provide adequate knowledge in the textbook but also inspire the children to seek more and more knowledge from various sources and develop in them a spirit of enquiry.

The inter-action between the environment and the man forms an important subject of Social Studies. The textbook author has to ensure that the textbook not only helps the child to know and understand the environment, but also to adapt to the environment and appreciate modifications in the environment. It is also essential to equip the children with necessary skills to improve the environment and make it more useful. Skills like thinking, reasoning and scientific attitude are highly desirable for this purpose.

The Social Studies textbook develops understandings basic to the inculcation of desirable conduct and attitudes. It also gives suggestions for activities which help in the promotion of desirable attitudes and skills. The Social Studies textbook thus makes a planned deliberate effort to promote the full growth of the child through developing understandings based on knowledge, desirable attitudes and skills.

¹ National Council of Educational Research and Training: *Social Studies; a draft syllabus for classes I to XI*. Deptt. of Curriculum, Methods and Textbooks, New Delhi, The Council, 1965.

IX. A Social Studies textbook should be based on the characteristics of children and their background.

A textbook has been rightly designated as an assistant teacher in print. It aims at communicating with the pupils through the printed word. A good textbook, therefore, visualises an actual class room situation. It is not planned in terms of an imaginary student. On the contrary, a good textbook is directly addressed to the students of a particular age group and of a particular society. While starting to write a textbook, the author invariably focusses his mind and thinking on a pupil in certain surroundings, but he writes for all pupils of that age group. The good textbook, therefore, takes full care of the age and maturity level of the children. It is based on the previous knowledge of the children to whom it is addressed. The good textbook takes full care of physical and psychological characteristics of the pupils for whom it is meant.

Some of the important characteristics of the children of the elementary school an author should bear in mind are :

- (i) They are curious to know about new things.
- (ii) They like to remain busy doing something.
- (iii) Their capacity to concentrate on one thing for long, is limited.
- (iv) They possess very strong imagination and love to be transported to the world of imagination.
- (v) They abound in energy and like to be active. Passive learnings can be a torture for them. They learn when they are very much absorbed in a thing.

X. Social Studies textbooks should provide for the needs of the children of different levels of intelligence.

A class room invariably has children of different levels of intelligence. It is generally not possible to provide different textbooks to different groups of children. Therefore, it is imperative for an author to provide for the needs of the different groups in a single textbook.

As a rule, the textbook keeps in view the average group of the pupil population it is addressed to. But a good textbook is one which makes an easy reading even for the dumbest child in the class. It also does not lose sight of the more talented children in the class. Through its suggestions for activities and extra readings, it ensures that the talented children are provided with challenging assignments.

XI. The textbook should make a judicious selection of accurate and up-to-date content.

A judicious selection of content is very important for the textbook

author. In his selection of the content the author is helped by the course outline suggested in the syllabus which generally leaves much scope for the exercise of judicious choice of various items.

Having selected the course outline from the syllabus the textbook author further selects, sifts and simplifies the proposed content with reference to the objectives of a particular grade, national goals, the central theme of the textbook, and the needs and interests of the children.

The selected content should provide adequate knowledge of the subject and at the same time should also be coverable within the time allotted for the teaching of Social Studies.

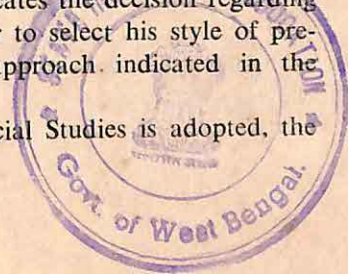
Before placing the selected content in the textbook, the author should see that it is accurate and up-to-date. He should also ensure that the sources from which the information is drawn, are authentic.

XII. The important principle with regard to the presentation of content is that there cannot be any hard and fast rule for presentation of material in a Social Studies textbook.

It is hard to lay down any rigid principles for presenting the content in a Social Studies textbook. The style of presentation is bound to vary from author to author. It is also necessary to recognise that there can be more than one equally effective styles of presenting the same material. However, there are some important considerations which an author has to bear in mind while making a choice of the style of presenting his materials. Some of these are as follows :—

(a) *The approach to the subject of Social Studies* : Several alternative approaches to the subject of Social Studies are possible. Social Studies does not have a well-defined content field of its own. It has to draw its content from various social sciences, such as History, Geography, Civics, Economics and the like. Social Studies starts with setting for itself the objectives to be achieved through the teaching of the subject. With reference to the objectives and the level of the children, the syllabus develops an outline of the content to be taught in the subject of Social Studies. The syllabus also takes a decision whether the subject matter drawn from the different fields of knowledge has to be presented to the children as an integrated mass of information with reference to the objectives. Or, the information taken from different sources will be presented in different compartments as belonging to different subjects. The syllabus only indicates the decision regarding the approach. It is for the textbook author to select his style of presentation to suit the requirements of the approach indicated in the syllabus.

In case, the integrated approach to Social Studies is adopted, the



author sees to it that he presents the content as one organised mass of knowledge directly gearing to the objectives. In this case, sometimes it is hard to locate the identity of the component subjects. For example, in a Social Studies textbook based on the integrated approach, the chapters relating to the physical features are developed constantly in relation to the life of man, their effect on the life of man, and how man makes use of his physical environment. If the subject approach is adopted, the author will have to be careful that the facts are so presented that the children get systematic knowledge of the different subjects without compromising the over-all purpose and other national goals to be achieved through the teaching of Social Studies.

(b) *There can be several different styles of presenting the same material:* A lesson can be effectively presented through simple narration, a story, a dialogue or a biography. The author has to exercise his judicious judgement taking into consideration the children for whom he is writing, the nature of the content to be presented and the objectives to be achieved through a particular lesson. There is no hard and fast prescription for the selection of a good style of presentation. Within the same textbook, a variety of styles could be adopted. The principles to be remembered in this respect are that the textbook should be an interesting reading for the children and should communicate effectively with the pupils so as to achieve its objectives.

(c) *It is necessary to keep the child actively involved in the process of learning :* The author must ensure that the child does not passively learn from the textbook and that the textbook stimulates active thinking on the part of the child. It poses questions in the middle of the lesson to stimulate children's thinking. Or, it involves the children in a brief activity. This not only breaks the monotony of continuous reading of a lesson, but it also helps to involve the child actively in the process of learning. Sometimes, the selection of appropriate characters also helps in securing the involvement of children. Characters representing children's own age group are likely to appeal to the children more than the adult characters.

(d) *Through the presentation, the author leads the children gradually from the known world to the unknown world :* Therefore, a good author selects examples from the environment which is familiar to the children. In order to explain the difficult concepts, he constantly draws comparisons with things already known to the children.

(e) *The presentation should be in paragraphs:* Paragraphs should be small. Each paragraph should contain a complete idea.

(f) *The presentation should lead to the smooth development of the subject matter from one idea to another.* Besides, the author should take care of the gradation of the level of difficulty. It may be

remembered that the child grows and matures as he covers the different portions of the textbook.

(g) *The various illustrations in the form of pictures, photographs, art work or diagrams and maps form an integral part of the presentation of the textbook.* The author constantly keeps in mind the illustrations which explain and supplement the content. He, therefore, refers to the illustrations in the presentation of material. The reference to the illustrations helps in making effective use of illustrations in explaining the text and also making the presentation interesting.

XIII. Social Studies textbooks should employ simple and commonly used language.

A good Social Studies textbook for elementary school children attempts to present even the most scholarly content in as simple a language as possible. The purpose is to establish an effective communication with the pupils. The author tries to select the language which is commonly used. He also tries to keep the sentences simple and short, as far as possible.

It, however, does not mean that the Social Studies textbook is unconcerned about the contribution it can make towards language learning. Language teaching is not the primary purpose of a Social Studies textbook. But it does help towards the enrichment of children's language. Therefore, it is very essential that the language used in a Social Studies textbook should be accurate and appropriate.

Social Studies textbooks invariably involve the use of some technical words. It is very essential that such technical words and terms are fully explained in the textbook. One practice can be to explain the technical terms within the text as and when they are used. Another practice can be to explain such technical terms in a chapter in the beginning. Still another practice can be to give a glossary of the technical terms at the end of the book. Such a practice may not be very useful for the early grades of the elementary school. The author may like to make use of any one of these suggestions or he may even like to try a compromise and use all of these.

XIV. Illustrations for a Social Studies textbook should be planned simultaneously with the writing of the manuscript.

Illustrations are very effective media of communicating with the children. The very nature of the subject of Social Studies necessitates a variety of illustrations. Photographs, art work, maps, diagrams have an important place in Social Studies textbooks. The exact choice of the various types of illustrations is to be determined by the content to be illustrated.

Young children like colours. Therefore, coloured illustrations have an important place in Social Studies textbooks for elementary grades. The size of the illustration should be such that the children can easily make out the various details. Too many details in one illustration should be avoided. The size of the illustration will also be determined with reference to the space available in the textbook. But the size of the illustrations should be meaningful for the children.

Illustrations either explain the text, or they supplement and complement the text. Therefore, constant reference to the illustrations in the text is very essential. A good Social Studies textbook helps the children to make maximum use of illustrations by giving captions, explanatory notes and exploratory questions along with the illustrations.

Since the illustrations in Social Studies textbooks do not deal with imaginary items, they must be very accurate and realistic. The details of the illustration must strictly conform to the actual life situations.

XV. Social Studies textbooks should provide proper and adequate exercises and suggestions for activities at the end of each chapter.

Exercises and suggestions for activities at the end of each chapter form an integral part of the Social Studies textbooks. There is a very close relationship between the main body of a chapter and the exercises. They not only flow from the main text, but they also supplement and complement the main text. Without exercises the textbook can hope to achieve its objectives only partially.

Exercises must include a variety of items so that the following purposes are achieved :

- (a) Children are helped in recapitulating and revising the important information.
- (b) Children engage in practices which help in the better understanding of the various concepts and information.
- (c) Children are involved in activities which develop skills related to the chapter.
- (d) Children participate in activities which foster the desired habits, attitudes and behaviour patterns.
- (e) Gifted children of the class get suggestions for challenging assignments.
- (f) Teacher is helped in evaluating the gains of the children in terms of their acquisition of desired understandings, attitudes and skills.
- (g) Teacher is helped in planning an effective Social Studies programme.

XVI. The draft manuscript should be thoroughly reviewed and revised by the author before he submits it for scrutiny and review by other experts.

Writing the manuscript of a textbook, as a rule, involves several reviews and revisions by the author. This is inherent in the very nature of a textbook which is expected to serve multifold functions and objectives.

While writing each chapter of a textbook, the author drafts and redrafts it several times before he is fully satisfied that it meets the purpose of Social Studies as well as the needs of the child. No author need be shy of having to prepare several drafts of a chapter. This is the normal course of writing the manuscript of a textbook.

When the drafts for all the chapters of a textbook are ready, it is imminent for the author to put them together and review the whole manuscript in the light of the total objectives expected to be achieved through the textbook. This gives him a chance to fill in the gaps if any, make the necessary additions and deletions in the various chapters, and give the final touches to the language of the book.

Writing of the manuscript of a textbook may take some months. The subject of Social Studies involves the use of some information and facts which may change or become outdated during the course of developing the whole manuscript. At this stage of final review by the author, he will have to look into this aspect also and make the necessary changes.

XVII. Prelims and back pages of a Social Studies textbook should be prepared last of all.

The prelims and back pages form a very important part of a textbook. The prelims include the title page, half title page, copy right, printers' line, the name of the author, price, preface and the content-out-line. The back pages include such items as glossary, allied important information and any other appendices required to be given in a textbook.

This portion of the textbook must necessarily be prepared when the rest of the manuscript is ready.

Planning, Preparing and Procuring the Illustrations

ILLUSTRATIONS FORM an integral part of a Social Studies textbook. They primarily explain, supplement and complement the text and also help in making the text more interesting for the children. Well-planned illustrations add to the beauty and attractiveness of the book as well. The complementary role of the illustrations in a Social Studies textbook implies the contributions of the illustrations towards the development of desirable attitudes and skills.

Suggested below are some important principles and procedures which will help in the effective illustration of a Social Studies textbook for elementary grades :—

I. Illustrations should be planned simultaneously with the writing of the manuscript.

Since the illustrations are a part and parcel of the text of a book, it is absolutely essential that the illustrations should be planned simultaneously with the development of the text material. As the author writes a manuscript, he goes on making a note where he would need an illustration to explain, supplement or complement the text. It is significant that a note is also made regarding the nature of the illustration required i.e. whether it would be a map, photograph or an art work.

II. A Social Studies textbook should have a variety of illustrations.

The very nature of the subject of Social Studies necessitates inclusion of a variety of illustrations, for example, maps, photographs and art work. Each of these has an important place in a Social Studies textbook. A Social Studies textbook may include different kinds of maps, such as political maps, physical maps and historical maps depending upon the nature and scope of the subject matter covered by a textbook. Photographs are a 'must' for a Social Studies textbook which deals with real life situations, geographical phenomena and historical evidence. Art work has an important place in Social Studies textbooks for two reasons. Firstly, it is difficult to obtain all the required photographs having precisely all the details intended to be illustrated. Secondly, coloured art work appeals to the children and makes the

book colourful and interesting.

III. Each illustration in the textbook must serve a well-defined purpose.

It is imperative that the author must state clearly the purpose of each illustration. This will help him to plan the various details of the illustration. In this way an author will list out the items of illustrations under maps, art work and photographs separately. Against each item he will state the purpose to be served by the illustration and also the details to be covered by the illustration.

IV. The size of the illustrations should be meaningful for the child.

The size of the illustration is governed by several considerations such as, the details covered by an illustration and the space available in the text. But the most important consideration is that the illustration must be meaningful for the child. The child should be able to clearly read or see and understand the various details expected to be conveyed through an illustration. While preparing the illustrations the artist is generally advised to make them in double the size of actual reproduction in the textbook.

V. Too many details in one illustration should be avoided.

The author should plan the illustrations in such a way that each illustration serves the maximum utility, but at the same time it is not crowded with too many details. An illustration is likely to defeat its purpose if it contains too many details.

VI. The illustrations must be taken from authentic sources.

It is very essential that the base maps are taken from authentic sources. For art work also, reference should be authentic. The same is true of the photographs. They should be procured from reliable sources.

VII. The maps must be approved by the Surveyor General of India.

All the maps involving international boundaries must seek the approval of the Surveyor General before these can be printed and used in a textbook. Therefore, the maps should be planned and drawn well in advance so that the textbook is not delayed on this account.

VIII. The illustrations should use colours.

As a rule, children prefer coloured illustrations. If the cost permits, it is desirable to use coloured illustrations in the textbook for small children. Generally, in the interest of economy, the use of only two colours is preferred. This creates certain difficulties in the case of maps. Conventionally, certain colours symbolise different physical features. If

8.10.93

7484

maps are printed as part of the regular forms of a textbook which may have accepted the scheme of two colours for its illustrations, it will be difficult to conform to the conventional colour symbols in maps. If the maps are printed separately in conformity with the conventional colour symbols, it is likely to add to the price of the textbook. Therefore, a decision is necessary whether the maps would be black and white or multicoloured in accordance with the conventional symbols or the usual colours adopted for the other illustrations would be used for the maps as well. In case the last measure is adopted, it is necessary to give an explanation to the effect that the colours used in the maps do not signify or stand for any conventional symbols, e.g. a river may be shown in red colour and a sea may be shown in green.

IX. The illustrations should be such as can be reproduced effectively.

While drawing the maps or art work and collecting the photographs, care should be taken that the illustrations are such as can be reproduced well. Some help of a production expert should be sought at the selection and preparation stage of the illustrations

X. The sources of an illustration should be acknowledged in a textbook.

It is highly desirable that the source from which the base maps have been obtained or the references used for art work or the organisation which has given the photographs should be duly acknowledged in the textbook.

XI. The mode of printing the textbook should be decided in advance.

The nature of illustrations is, to a large extent, determined by the mode of printing i.e. whether a book is to be printed through letter press or offset press. It is only when the author and the artist know about the printing process that they can decide whether they should choose the line drawings or half tones for a given textbook.

XII. The space allotted to illustrations should be planned judiciously.

There is no hard and fast rule regarding the allotment of space to the illustrations in a Social Studies textbook. Generally at the elementary stage a Social Studies textbook assigns roughly one third of the total space to the illustrations

XIII. Illustrations should form an integral part of the text.

The author must make conscious efforts to weave the text and the illustrations so closely that the illustrations do not hang loose in the textbook. They should form an integral part of the text so as to supplement and complement the purposes intended to be served through

the text. A good author will also include items in the evaluation exercises at the end of the chapter to make the maximum use of the illustrations.

XIV. Several joint sittings of the author and the artists are essential to produce good illustrations.

After the preliminary planning of illustrations by the author, the next step is to decide upon the artist and the cartographer. The author sits with the artist and the cartographer and discusses with them the purpose and details of each individual item of illustrations. He also makes available to them the relevant references and sources of illustrations. The rough sketches drawn by the artists are again checked by the author. A very close collaboration between the author and the artists continues till the final illustrations are ready and the author is fully satisfied.

XV. The design of the cover-page of Social Studies textbooks should be attractive and should reflect the theme of the textbook.

The cover design plays a very important role in establishing a good rapport between the textbook and the children. An appealing cover page arouses in the children a desire to possess the book and a curiosity to open and read the book.

The cover page should be jointly planned by the author and the artist. The design should, as far as possible, reflect the theme of the textbook. By looking at the textbook, one should know that it is a Social Studies textbook. The designing of the cover page should bring out the distinction between a Social Studies textbook, a General Science textbook or a Mathematics textbook.

The drawings and the colours on the cover page should be so planned that the cover page is attractive and colourful. It is not necessary to limit the colours of the cover page to the colour scheme adopted for the main text of the book. The coverpage is printed separately and therefore it is possible to use as many colours as need be. While selecting colours for the elementary school textbooks, due consideration should be given to the fact that children have a preference for base colours and that the colours should be able to stand rough handling by small children.

Reviewing, Trying Out and Editing the Manuscript

THE NEXT IMPORTANT stage of textbook preparation is that of reviewing, trying out and finally editing the manuscript. It is mainly concerned with examining the text objectively and modifying it, wherever necessary, with regard to authenticity, correctness and uptodateness; unity, consistency, readability and comprehensibility; and above all its suitability in the practical situation. The principal purpose of this stage is to improve upon the manuscript in all its aspects and to make it worthy of being released to the press. Some important principles that govern the execution of this stage are discussed here under :—

REVIEWING THE MANUSCRIPT

I. The manuscript must be got reviewed without exception.

Reviewing implies a thorough scrutiny of the manuscript from various standpoints, such as, accuracy, authenticity and uptodateness of the information that has gone into the textbook in the form of facts and figures; dates and events; concepts and ideas; definitions and generalizations; maps and illustrations. The author is generally too involved to scrutinize his own creation objectively and impartially. A thorough and objective examination of the text by experts is, therefore, very essential and should, under no circumstances, be skipped over. Reviewers examine the text objectively from different angles and point out various inadequacies.

II. A Social Studies textbook must be reviewed by a team of reviewers drawn from different fields of competence.

Great care should be taken in constituting the team of reviewers for a Social Studies manuscript. This team should consist of experts in Geography, History, Political science, Economics, Language and actual classroom teachers drawn from the schools where the textbook or the series is to be prescribed. Only highly experienced, competent and knowledgeable persons should find a place in the team. It will be of great help if some of the reviewers selected for the team, have some experience of writing as well. The author should remain present

throughout the deliberations of the review team. The reviewers perform a very serious responsibility and should be paid good remuneration for their expert advice.

III. A Systematic procedure should be followed to elicit thorough and helpful comments regarding the manuscript.

Several procedures may be adopted to get a manuscript reviewed by experts. One systematic procedure is to call a reviewers' workshop. Neatly typed or cyclostyled copies of the manuscript should be sent to the reviewers well in advance, allowing them reasonable time to study the text, so that when they meet in the workshop, they are in a position to offer their respective individual comments on the various aspects of the textbook. It is always desirable to send the reviewers necessary instructions, telling the salient features of the book, the approach adopted and the sources followed. A copy of the course outline covered and the objectives intended to be achieved through the textbook, should also be invariably appended for the guidance of the reviewers. This will rule out unnecessary criticism and will help the reviewers to come out with a review which is healthy and helpful, thorough and to-the-point.

IV. Illustrations should also be got reviewed side by side with the main text.

Illustrations in children's books make an important part of the text and should be treated as such while the manuscript is subjected to review. It is, therefore, advisable that maps, photographs and other pictures proposed to go with the text, are procured or got prepared before the reviewers meet to discuss the manuscript. The reviewers may scrutinize the proposed illustrations with regard to accuracy, authenticity, updateness, adequacy, suitability and essentiality. The artist, the cartographer, and a production expert should be specially invited to one of the sessions to give their expert opinion about the technical aspects of the illustrations under review.

V. The manuscript should be revised by the author in the light of the suggestions offered by the review team.

It is essential to obtain individual comments of the reviewers in writing. All suggestions unanimously endorsed by the reviewers' team, including the author, should be honoured and carried out in toto. However, it is practically impossible to arrive at a general consensus on all the aspects of the text under examination and opinions are bound to differ on many a controversial issue. In all such cases, the points under controversy need be further probed and only those

supported by reliable and authentic proofs should be accepted for inclusion in the revised draft of the manuscript.

In the end, it may be emphasized that the overall purpose of reviewing is to improve the manuscript. All suggestions and observations made by reviewers should, therefore, be accepted or rejected in the light of this singular purpose. It is of great importance that all modifications in the text must be affected by the author himself.

TRYING OUT THE MANUSCRIPT

VI. Tryout should form an integral part of textbook preparation and revision.

Tryout of textbook lessons in the actual classroom situation must form an essential part of every textbook programme, both at the preparation stage as well as at the revision stage. Well planned and systematic tryout helps to discover language and comprehension difficulties experienced by pupils and teachers. Efficiency and suitability of illustrations, exercises and even some doubtful portions of text may also be ascertained through tryout.

It is a hard fact, however, that the practice of trying out the text materials before final publication or revision of the textbook, is rather uncommon in our country. Nevertheless, there is no doubt that tryouts, however, expensive and time-consuming they may be, are 'a must' if excellence is the aim.

If time and resources permit, complete tryout-editions of textbooks, with illustrations and maps, may be brought out and used for tryout purposes. Mimeographed copies of the manuscript, with rough sketches of illustrations may also be used with almost equally useful results. Some authors even adopt the practice of getting each lesson typed or printed and trying it out instead of waiting till the whole manuscript is completed or bound. Whatever the procedure used, tryout of textbooks at the preparation stage does help to detect and fill unforeseen gaps in the text. It provides a matchless opportunity to examine the material objectively.

VII. The author should tryout the manuscript in collaboration with actual classroom teachers.

The technique of tryout may be employed to test the practical suitability of individual lessons or of the entire manuscript. Important point to keep in mind is that the tryout experiment should, as a rule, be conducted in the schools, where the textbook or the series under preparation, is to be prescribed. Preferably, the author should himself conduct the tryout of his manuscript. It will not only help him

in modifying his text, wherever necessary, but will also tremendously enrich his experience as a textbook writer.

Teacher participation in any textbook tryout programme is very essential. Apart from pupils, teachers are the principal users of textbooks and they are more competent and better judges to comment upon language difficulties and comprehension problems encountered upon by their pupils. In order to get good results, it is necessary to orient the teachers to the use of the new textbook before the tryout programme is launched.

VIII. The author should modify his manuscript in the light of the reactions and observations of teachers and pupils obtained through the tryout.

Who does not know that children, particularly the elementary school ones, are very keen critics? They tend, though in their own childlike manner, to react to the content of a textbook and to locate and point out the inaccuracies in text and pictures. They suffer from few biases and inhibitions and are spontaneous and forthright in expressing their reactions and responses to stimuli. Same thing is true about the majority of elementary school teachers who have the good fortune of spending quite a good part of their time in the enviable company of young children. Hence the reactions and responses of the pupils and teachers involved in the tryout experiment are of tremendous worth to the textbook author. Even a casual observation made by a young boy or girl may tell a story and the author may thus detect some major inadequacy in his manuscript.

In view of the above, it is imperative that faithful and complete record of all the responses, reactions and observations made by pupils and teachers during the course of the tryout, is systematically obtained and maintained by the author. Data collected through tryout should be thoroughly discussed with the team of teachers involved in the tryout so that grain is separated from chaff. The author should finally modify his manuscript.

It is at this stage that the text may be altered, shifted, deleted, rearranged, expanded or condensed; illustrations may be modified, changed, added, retouched or redone. With the modified version of the manuscript thus prepared, ends the job of the author who is now obliged to pass the manuscript on to the editor.

EDITING THE MANUSCRIPT

IX. Editing should finally take care of the total manuscript and all that has gone into it.

The last step before the manuscript is finally handed over for production, is that of editing the manuscript. Editing is best done by someone other than the author. The copy-editor, as he is technically known, is supposed to do this job. His main responsibility is to check and scrutinize the total manuscript and everything that has gone into it.

Good copy-editing implies going over the manuscript almost letter by letter. The copy-editor is required to look into such things as correctness and consistency in spelling, sentence and paragraph construction, punctuation, capitalization, abbreviations, and other grammatical details. He has also to take care of the communicability aspect as a whole. He must ensure that cohesion, unity and flow in the language are not wanting. As a matter of fact, the copy-editor, is called upon to work as a fool-proof safety device to ensure at every step that nothing wrong, undesirable, sub-standard or doubtful goes into the text. In addition, he does not let go in the book anything which is unnecessary and superficial, and without which nothing is lost.

X. The copy-editor for a Social Studies textbook should not only have a competence in language but also a knowledge of the subject.

There is a very close relationship between the language and the subject matter of a textbook. It is essential that in the process of copy editing the meaning as well as the essential content of the textbook are not altered. Therefore, it becomes imperative that the copy editor should possess knowledge of the subject besides competence in language.

A Social Studies textbook draws its content from various social sciences. The copy editor is not expected to be the master of various social sciences. However, he should have a fairly good knowledge of the subject of Social Studies.

XI. A single copy-editor should be entrusted with the task of editing the manuscript of a Social Studies textbook.

A single copy-editor alone can bring about harmony, consistency and smoothness throughout the textbook or the series under editing. It may, however, be cautioned that, in order to achieve best results, the copy-editor must work in consultation with the author or the authors of different portions of the textbook or the series under preparation.

XII. The copy editor should carefully study the manuscript several times and follow some important steps.

Copy-editing does not mean merely going through the manuscript, rather it means studying the different chapters very carefully and in proper sequence. The copy editor studies the manuscript several times so as to check and evaluate it from different angles.

All editors tend to follow their own techniques—which they learn through experience and training—to improve a given manuscript. There are, however, a few tricks of trade which the copy-editors normally follow. Some of these common principles of copy-editing may be summarized here:—

* The authors are indebted to Mrs. Lora T. Tibbetts for her ideas on editing textbooks.

- (a) While reading the manuscript for the first time try to put yourself in the place of the children who will read it later. This is a very difficult thing, but it gives you an insight into the real potentialities of the text material. Discuss your experiences with the author.
- (b) See the relationship between the titles of lessons or chapters and the opening lines under them. Make sure that the introductory lines of the text lead directly into the subject.
- (c) Notice such material that can be classified as 'extra' or 'superficial'—unnecessary phrases, words, dates, numbers—and delete it. It will make the text more straight and to-the-point.
- (d) Underline words and concepts which the author has left unexplained or partly explained. In children's books, all difficult words should be explained in the text itself.
- (e) Watch for typographical mistakes in figures and dates and remove them after thorough verification.
- (f) Ensure that the manuscript has consistency in style and organisation, and also test the sequence or flow of each lesson. All disparities of style, organization and sequence should be ironed out by the copy-editor.
- (g) See that words used by the author are familiar to the reader. All difficult words should be replaced by simpler words, if it can serve the purpose equally well.
- (h) Break difficult and long sentences into two or three small simple sentences. This will help to make the text more communicative and forceful.
- (i) Avoid using too many verbs in the passive voice. It makes the text dull. Change passive verbs into active to make the text more brisk and lively.

- (j) Take full care of the mechanical details such as consistency in spelling, punctuation, hyphenation, capitalization etc., throughout the manuscript. A standard dictionary, the same throughout, should be used for this purpose.

XIII. The manuscript should be positively checked with illustrations.

Owing to the changes made in the text by reviewers and authors, there is always a possibility that some disparities may arise between the text and the illustrations. The copy editor must finally check the manuscript with the illustrations. In case of disagreement, the text or the illustration or both will have to be modified. It may also be checked that all illustrations are duly acknowledged at the proper place.

XIV. Finally-edited manuscript should be got typed neatly and accurately.

The finally-edited manuscript, before it is handed over to the production experts, should be got typed quite neatly and accurately. Paper of uniform size should be used for typing the complete manuscript. Double space typing on one side of the paper, with consistent margins on all sides, is the pattern which is commonly used for final press copies. Indications for illustrations may appear either on the left hand side in the margin, or in between the text. All pages should be numbered in sequence and strongly stitched together. Illustrations should also be numbered and arranged in the sequence in which they actually occur in the book. The manuscript is now ready to be passed on to the production experts.

Producing the Textbook

PRODUCTION forms a very important stage in the preparation of a textbook. It is at this stage that the printing specifications are planned; a suitable layout of the textbook is designed by placing the text and the illustrations together; the book is printed in bulk, is bound and made available to the distributors in finished form. Suggested below are some important steps and principles involved in this final stage of textbook preparation.

1. **As a first step in production, detailed specifications for printing should be decided upon to make the manuscript print-worthy.**

After copy-editing the manuscript is passed on to the production editor who takes careful decisions regarding print specifications such as type, paper, page size and the total format of the textbook. These specifications are very important for producing a good textbook. The process of detailing out the printing specifications is called production editing. This is an important first step in the production of a textbook and should not be missed.

To ensure optimum readability in the case of Social Studies textbooks for elementary grades, the production editor may be called upon to take decisions like the following:

- (a) **Page-size:** The important consideration in determining the page size for a book is its suitability for the children who will use it later, and the type of the paper available. Experience favours the crown-quarto size i.e. trimmed page size—7-1/4" x 9-1/2", for elementary grades.
- (b) **Length of the Line:** The length of the printed line on a page of the textbook is an important determinant of readability. The length of the line should fall within the eye span of the children for whom the textbook is meant. If the length of the line goes beyond the eye span of the readers, it is likely to cause strain and difficulty in reading. The experience favours a line of 28 ems on crown quarto paper. Consistency in the length of lines throughout the textbook helps to improve readability.
- (c) **Margins:** The main purpose of margins is to help the eyes of

the reader to focus on the printed area of the page and to save him from strain and difficulty while reading. The margins also add to the aesthetic look of the page; provide space to hold the book open; and save the text material from being covered or made dirty by hands.

A printed page has four margins, namely, the back margin, the fore-edge margin, the top-margin and the bottom margin. It is difficult to lay down rigid measurements of margins, because these margins may vary for books of different sizes. However, for crown quarto size, the favoured measurements of the margins are:

Back margin 4 ems. Fore-edge margin—5-1/2 ems.

Top margin 4 ems. Bottom margin—5 ems.

- (d) **Type:** The type can be said to be the voice of the printed page, because the page speaks through the type. The success of the textbook depends on the selection of the right type-sizes, and appropriate type faces. The selection of the type-sizes and faces is mainly governed by the age of the users and the availability of the types with the printer.

A Social Studies textbook invariably involves the use of a variety of type-sizes. A judicious choice of suitable type-sizes for different aspects of the manuscript is very essential. The main text of the chapters forms the bulk of the manuscript and it should generally be printed in uniform type. The type size selected for the main text should facilitate and promote readability for the pupils. The experience favours the use of the following type-sizes for the main text of Social Studies textbooks for elementary classes.

CLASSES	I	II	III	IV	V
Type-sizes :					
Text in English ...	24 pt.	18 pt.	14 pt.	12 pt.	12 pt.
Text in Hindi ...	24 pt.	20 pt.	16 pt.	14 pt.	14 pt.

The type-sizes used for prelims and back pages, exercises, and captions, chapter-titles and sub-headings should be different from the type size used for the main text. For each of these, selection of suitable type-sizes is necessary. Chapter-titles are generally printed in bigger size whereas the exercises and captions are printed in smaller size.

Type faces are equally important to ensure the optimum readability of a textbook. As a rule, straight letters should be preferred for elementary grade textbooks. Chapter titles and sub-headings are normally printed in bold face, whereas the rest of the text may go in white.

Some portions of a Social Studies textbook need be printed in a distinct type. To give a few examples of such portions, mention may be made of the technical terms, proper names, and the like. It would be necessary to use a distinct type face different from the main text.

- (e) **Leading:** Leading is also necessary to improve the readability of a textbook. The production editor gives specific instructions about the leading to indicate the spacing between words, lines, paragraphs; illustrations and the text; illustrations and the captions, titles and the text; and exercises. The pattern of leading should be consistent throughout the textbook.
- (f) **Illustrations:** The production editor should indicate specific instructions regarding the printing of each illustration. These instructions should include specifications regarding the size of each illustration to be reproduced in the textbook, the colours to be used, and the placement of illustrations.

II. Preparation of the dummy—a prototype of the textbook, is essential for producing good textbooks.

The production editor makes a rough dummy in order to prepare a sort of prototype of what the textbook would look like when printed. With the help of this dummy and copy fitting tables, he casts off or estimates the size of the book. It helps him in calculating the price of the textbook also.

III. The Production editor should prepare an exhaustive list of instructions to be sent alongwith the manuscript and the illustrations.

Some of the instructions relating to print specifications may be noted on the margins of the manuscript and at the back of illustrations. The production editor then makes a summary of all the important instructions to the press and sends it alongwith the manuscript and the illustrations.

IV. Galley proofs should invariably be thoroughly checked by more than one person.

After production editing, the manuscript is sent to the printer along with the necessary instructions. The printer sends the manuscript for composing. The manuscript is composed in the light of the instructions. When the matter is composed, proofs are pulled. These

proofs are called galley proofs. Galley proofs are pulled before dividing the matter into pages.

Galley proofs are generally checked and corrected once at the printer's level. Again, galley proofs are drawn and sent to the production section. The persons responsible for producing ensure whether the instructions given by the production editor have been faithfully carried out. Wherever the instructions have been misunderstood or have not been carried out, necessary suggestions are given on the galleys and also on a separate sheet. After checking, the galleys are sent back to the printer for necessary corrections. At least three galley proofs should be insisted upon by the production editor.

V. The galley-proofs should be sent to the author for his scrutiny.

The author should ascertain the accuracy and correctness of the manuscript at the galley stage. It is the proper time when the author can modify the text wherever necessary.

The author makes many suggestions at the galley proof stage with a view to improving the textbook. The printer should faithfully carry out his suggestions. If his suggestions are ignored at the galley stage, it would be difficult and expensive to incorporate his suggestions at a later stage.

VI. Proofs of illustrations should be thoroughly checked.

Illustrations form a very important part of a Social Studies textbook. It is, therefore, necessary to examine the proofs of illustrations. The best way to examine the proofs of illustrations is to have a team. The author, the artist and a production expert should form the team. The team should examine each illustration with regard to its effective production. When the team feels satisfied, the illustrations should be approved.

VII. Preparation of final dummy is essential to produce a good textbook in Social Studies.

When galley proofs of text and illustrations have been finally approved, the next important step is to prepare the dummy. The dummy represents the layout showing a rough arrangement of the text and illustrations on each page. It presents the view of the textbook as it would look when printed. While preparing the dummy, sheets of paper trimmed to the size of two facing pages of the intended textbook are used to paste the portions of text and relevant illustrations side by side.

A dummy is generally prepared by the people responsible for textbook production in consultation with the author. If, for some un-

avoidable reasons, it is not possible to involve the author in the actual preparation of dummy, it may be sent to the author for his approval. The suggestions given by the author, if any, should normally be honoured and carried out.

It may be noted that the preparation of dummy is a 'must' for a Social Studies textbook, because it contains a large number of illustrations in the form of maps, art work and photographs besides the text. The proper placement of illustrations, the balanced view of each page and the total visual effect of the textbook can be effectively planned only through a dummy. It will serve as a constant guide to the printers.

VIII. The paper used for printing the textbook should promote and facilitate readability.

The choice of paper is governed by the process of printing. The printing process can be letterpress, offset or any other. There are several types of paper to suit the requirements of the different printing processes. While making a choice of the paper, its price should never be ignored. It is to be remembered that an elementary school textbook is to be used by the masses of children in the country.

IX. The printing process should be selected keeping in view clear and effective printing of text and illustrations as well as the total order for printing.

The choice of printing process largely depends upon the number of copies to be printed, the paper used and the nature of and colour scheme for illustrations. The printing process should be one which results in clear and effective printing of the text and illustrations.

X. Print order should be given only when the page-proof is approved.

Page proofs are prepared in accordance with the plan suggested in the dummy. The page proof must be checked by the author and the production editor. The page-proof gives a view of the printed page. Thus, all the page-proofs put together, give a complete view of the printed book. The production editor should examine each and every page to ensure that:

- (a) Text area is the same throughout the textbook.
- (b) Space between words is even.
- (c) Leading between the lines is even.
- (d) Paragraphs are indented consistently.
- (e) Each chapter begins on a new page.
- (f) Page numbers are set either at the top or at the bottom of the page.

- (g) The pages are balanced in respect of text and illustrations.
- (h) The alignment of the illustrations and captions is proper.
- (i) The text as well as illustrations are properly registered.

When the production editor is satisfied, he sends the page-proof to the author for his approval. The author examines each page in respect of accuracy of facts and information and consistency of style in matters of punctuation, spelling, chapter-headings and captions. The author should bear in mind that page-proof is not the stage to suggest changes in the text because it is difficult and expensive to incorporate changes at this stage. However, he should not hesitate to suggest such changes as are absolutely essential to make the book accurate and up-to-date.

When the author and the production editor approve the page-proof, the print order is placed.

XI. Prelims should be finalised composed, and printed in the end.

Though 'prelims' are the first to appear in the textbook, they are finalized and composed only when the rest of the textbook has been printed. The author and the production editor should make sure that :

- The title page is correct and properly worded.
- The title page is balanced.
- The type size used for title page is bolder than the type size used for chapter headings.
- The author's name is given.
- The copy right is given.
- The year of print, price and the imprint line are given.
- The acknowledgement page is included.
- The foreword or preface is included.
- The table of content is correct and the correct page numbers appear.

XII. All the formes should be carefully examined by the production editor before they are printed.

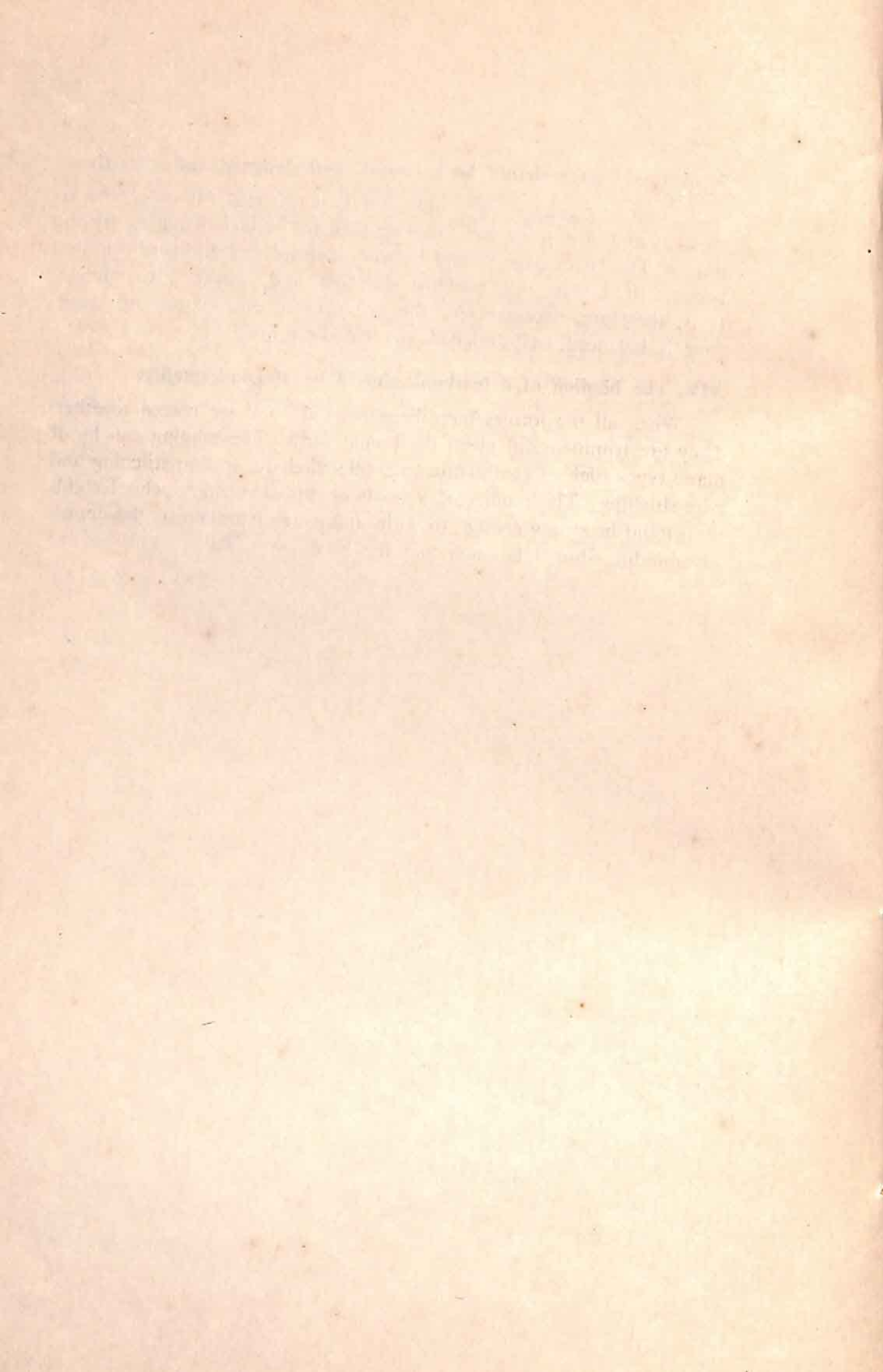
The textbook is printed in terms of formes. Formes may consist of 16, 32, 64, or 128 pages. Usually the printing starts with the second forme because the first forme includes prelims and is printed in the end. As the formes are printed, the production editor should make sure that the printing is regular, even and crisp, and that the alignment and registration are perfect.

XIII. Cover page should be balanced, well designed and attractive.

The cover page is very important in a textbook. It should be attractive and strong enough to withstand the rough handling by the pupils. The cover page should be well-designed and effectively printed because it invites the reader's attention and arouses his interest. It is, therefore, necessary for the producer to ensure that the cover page is balanced, well-designed and clearly printed.

XIV. The binding of a textbook should be of good quality.

When all the formes have been printed, they are placed together. They are trimmed and given the bound form. The binding can be of many types such as centre-stitching, side-stitching, section stitching and wire-stitching. The binding of a textbook for elementary school children should be strong enough to withstand rough handling by the pupils. The binding should be such that the book opens flat.



PART II

**Evaluation of Textbooks
in
Social Studies**

Textbook Evaluation—An Introduction

THE PRINCIPLES and the processes involved in the preparation of Social Studies textbooks have been discussed in detail in the first part of this brochure. These principles suggest some standards for the good Social Studies textbooks. The extent to which a Social Studies textbook has attained the requirements of a good textbook can be determined only through a process of evaluation with reference to certain standards. Thus the processes of preparation and evaluation constantly feed into each other for the progressive attainment of a quality textbook.

Frequent evaluation and revision of textbooks is particularly important in the case of Social Studies more than any other school subject because the facts relating to the contemporary economic, political as well as social scenes are likely to become outdated after a period of time. Evaluation, thus, becomes an integral part of the total process of textbook preparation and improvement.

The term 'evaluation' may be defined as a process of judging the value of an object, idea, trait or process against some specified criterion where the criterion is the expected standard. When applied to textbooks, evaluation implies the process of collecting evidences of strengths and weaknesses of a textbook against specified criteria. Textbook evaluation helps to determine the extent to which a textbook has attained the expected standard and provides the basis and guide lines for further improvement.

Some important purposes of textbook evaluation are :

Selection

Selection presumes the existence of a number of textbooks based on the same syllabus. Evaluation helps to evolve a comparative statement about the quality of the available textbooks. This type of evaluation helps the administrator to select the best book for purposes of prescribing in the schools.

Now that the books for elementary grades have been nationalised in most of the States, evaluation for selection has become important at the manuscript stage. Some of the states adopt the practice of inviting the manuscripts from a number of authors. This raises the

problem of evaluating the manuscript before it is printed.

Adaptation

A Social Studies textbook for elementary classes involves the study of the local environment and institutions. It also relates the study of the different and unfamiliar concepts to the familiar experiences of the children. Therefore the books based on the same syllabus are likely to be somewhat different for different states. If a state adopts the same syllabus, as is in vogue in some other states, the textbooks have got to be adopted with necessary adaptations. In such circumstances, the Social Studies textbooks under reference, need be evaluated and modified in terms of the local requirements of the particular state which desires to adopt them.

Improvement of the manuscript at the preparation stage

One of the important principles of preparing a good Social Studies textbook suggested in the first part of this brochure is to evaluate the manuscript at the preproduction stage. This evaluation is very necessary to ensure the quality of a textbook. Suggestions for improvement offered by the team of evaluators can be incorporated in the manuscript before it is passed on for production.

Revision of the textbook

It has been stated earlier that the Social Studies textbooks, in order to be accurate and up-to-date, need periodic evaluation and revision. A detailed analytical evaluation of a textbook with reference to the expected purpose of a Social Studies textbook is necessary to locate the weaknesses as well as the strengths of the textbook. The revision of the textbook based on the findings of such evaluation brings about improvement in the quality of the textbook.

Settlement of controversies

Many a time, the content of a Social Studies textbook raises certain controversies. For example, it may be alleged that a certain textbook promotes anti-national feelings. The opinions may be divided on this issue. Hence a detailed evaluation of the content may have to be resorted to for the settlement of the controversy.

Research

In modern times, research is an integral part of the total process of curriculum improvement. The textbook forms an important component of the curriculum. Research for improvement of different as-

pects of textbooks essentially involves a constant evaluation of the existing practices and procedures of writing and producing textbooks. When opinions about certain aspects of textbooks differ, research helps to ascertain the suitability and practicability of the innovations and thus lends an objective support to the adoption of innovations.

The purpose determines the scope and nature of evaluation. Evaluation may cover a single element of a textbook. For example, a Social Studies textbook may be evaluated as to how far the selected content helps to promote secular attitude. Similarly, a textbook may be evaluated with regard to a single element like illustrations or the exercises. On the other hand, evaluation may also cover all aspects of a textbook so as to give a detailed over all view of the textbook.

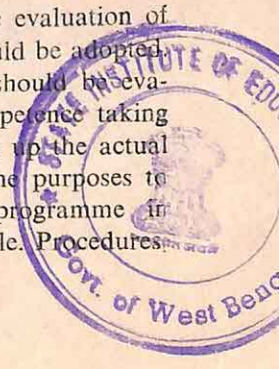
Depending upon the purpose of evaluation and the time available for this purpose, several different evaluation procedures can be adopted. For a very comprehensive evaluation an analytical procedure may be adopted, where in, each aspect of the textbook is evaluated against very detailed criteria. If on the other hand a very quick estimate of the textbook is required the evaluator may hurriedly go through the book and evaluate it only with respect to broad aspects of the textbook.

Sometimes an evaluator may not be interested in the evaluation of a textbook with respect to the individual aspects. He may be satisfied only with a synthetic over all view of the textbook. In the case of Social Studies textbook, generally, a combination of analytical and synthetic procedures would be desirable.

The ultimate and the real test of a good textbook is what it does to the child. This can be evaluated only empirically in the actual school situation. Therefore, theoretically, the best way of evaluating a textbook is to actually try it out. However, the empirical methods have some limitations. Besides being time consuming they involve several variables which cannot be controlled very easily.

The rational method of evaluating a textbook, through detailed critical scrutiny with reference to well defined criteria, is a more practicable alternative. Whatever the approach to evaluation, empirical or rational, evaluation must always be based on some standard criteria.

In conclusion, it may be said that for a systematic evaluation of a textbook in Social Studies a cooperative procedure should be adopted. To ensure dependable results Social Studies textbooks should be evaluated by a team consisting of persons of different competence taking care of the different aspects of the book. Before taking up the actual evaluation, the evaluators should be very clear about the purposes to be achieved. They should chalk out the evaluation programme in view of the purposes, the time and the resources available. Procedures



techniques and tools for collecting evidences will also be selected under the same limitations. What is central to the total process of textbook evaluation is that the evaluator should never lose sight of the criteria.

Criteria for the Evaluation of Social Studies Textbooks

A TEXTBOOK, in order to be usable, is expected to attain certain standards of quality. These expected standards may be termed the criteria for the evaluation of a given textbook. The criteria for the evaluation of a textbook, thus, imply the standards a textbook is expected to conform to, *at its best*. The phrase *at its best* is important here. It signifies that different textbooks may attain different degrees of quality with reference to the evaluative criteria. The gap between the attained and the expected quality of a textbook is an important indication of the guidelines for further improvement of the textbook. It is in this sense that evaluation is an integral part of the total process of preparation and improvement of textbooks. Evaluation and improvement thus constantly feed into each other to achieve progressive standards of quality textbooks. The evaluative criteria for Social Studies textbooks denote the expected standards for judging the quality of textbooks in Social Studies and also for ascertaining their strengths and weaknesses.

There is a very close relationship between the principles for the preparation of Social Studies textbooks and the criteria for their evaluation. The evaluation criteria, directly or indirectly, follow from the principles of textbook preparation. It is true that many of the principles which help to prepare a good textbook lose their identity when the final textbook is ready. Evaluation of a Social Studies textbook will have to take into consideration all those aspects which can be identified in the finished product.

Broadly speaking, a Social Studies textbook is expected to :

- (i) make its share of contribution towards the purposes of teaching Social Studies.
- (ii) Provide for the various uses, a Social Studies textbook is likely to be put to by pupils as well as teachers.
- (iii) Possess qualities of readability, durability and general attractiveness which mostly comprise the physical aspects of the textbook.

The above threefold expectations represent a very broad statement of the evaluative criteria for Social Studies textbooks. These broad

statements of criteria leave a number of variables undefined. It can lead to different interpretations of the exact scope of these expectations. To make the criteria more specific and scientific, it is necessary to define each of the expectations in greater details.

The important aspects of a Social Studies textbook which contribute towards the attainment of the above three-fold expectations are the selection of the content, the style of organizing and presenting the content, the exercises, the illustrations, the language, the prelims and the physical features. It is necessary to further specify detailed criteria for each of these aspects. However, while suggesting the detailed criteria for the above aspects, we have to be constantly guided by the three-fold expectations from a Social Studies textbook.

Retaining the total purpose of the Social Studies textbook as one of the aspects, in addition to the academic-aspect, physical aspect and the prelims, all of which also contribute towards the total purpose of the textbook, creates certain problems. First, the criteria for the total evaluation of the textbook in terms of the total purposes of the textbook may overlap with some of the criteria suggested for the evaluation of the other aspects. For example, one of the criteria for the total evaluation of the textbook would be the promotion of the national integration. Each of the other aspects—content, presentation, exercises and illustrations—too will have to be evaluated with reference to the same criterion. An attempt may be made to minimize this over-lapping but it may be difficult to avoid it altogether in view of the special place of the 'objectives' in the subject of Social Studies.

The second problem is with regard to the determination of the exact contribution of the textbook towards the fulfilment of the objectives of teaching Social Studies. This is a difficult problem and the solution is not easy. As a workable measure, we may try to ensure that the textbook makes 'the optimum' contribution although it is hard to define 'the optimum' in precise language.

The third problem is with regard to the determination of the extent of contribution of each textbook in a series of Social Studies textbooks for elementary stage to the understandings, skills and attitudes which run throughout the elementary stage. Here, too, to begin with, we may be satisfied with the adoption of a workable measure and have a mental estimate of 'the optimum' contribution of each textbook.

In order that the evaluation of a Social Studies textbook may be valid and reliable, the statements of criteria must be very precise, objective and exhaustive. An attempt is being made to state the criteria as precisely and objectively as possible at this stage. It may not be out of place to observe that this experimental edition is only the first attempt at the statement of evaluative criteria. These statements

will be refined in due course in the light of experience as they are put to use and systematic research feeds into the total programme of developing scientific criteria for the evaluation of Social Studies textbooks.

However, it may be mentioned here that absolute objectivity in stating the criteria for the evaluation of Social Studies textbooks may not be feasible. The judgment of a competent evaluator is very valuable as well as desirable. Care need be taken to select a competent evaluator. The element of subjectivity in the evaluation by a very competent evaluator is something to be honoured and accepted.

Whether a textbook is to be evaluated empirically or through rational methods, evaluation must be based on some criteria. Evaluation based on criteria alone can attain the maximum element of objectivity. The scope and the depth of the level of specificity will depend upon the exact purpose of evaluation as well as the time available. If an evaluator is interested in the evaluation of just one or two elements of the textbook, say for example, the style of presentation, or accuracy of content, he may use the criteria relating to those elements only. If, however, an evaluator is interested in a thorough evaluation of the textbook and has the requisite time available at his disposal, he will use all the criteria and adopt suitable techniques. If an evaluator is interested in only a quick and hurried broad evaluation of the total textbook, he may evaluate all the aspects of a textbook against the broadly stated three-fold expectations from a Social Studies textbook. Whatever the level of specificity desired, some criteria must form the basis of evaluation.

To minimise the element of over-lapping, detailed criteria are suggested under the following broad aspects and sub-aspects. Aspect 'A' relates to the overview of the total textbook with regard to the contribution it makes towards the purposes of teaching Social Studies and the adequacy of the textbook for the various uses it is likely to be put to by teachers as well as students. Aspects 'B', 'C' and 'D' relate to the academic aspect, physical aspect and the prelims and back pages.

Under all the four broad aspects, important sub-aspects have been listed. The broad aspects and the sub-aspects under which the detailed criteria are proposed to be suggested later, are as follows:—

A. Purposes of the textbook

- I. Contribution towards the purposes of teaching Social Studies.
- II. Adequacy with regard to the various uses of a Social Studies textbook.

B. Academic Aspect

- I. Appropriate selection of the content.
- II. Suitable organization and presentation of content.
- III. Adequate and suitable illustrations.
- IV. Appropriate exercises.
- V. Appropriate language.

C. Physical Aspects

- I. Appropriate size.
- II. Durability.
- III. Suitable printing.
- IV. Appropriate and attractive layout.
- V. Suitable and attractive cover page.
- VI. Binding.

D. Prelims and Back Pages

- I. Prelims.
- II. Back Pages.

SUGGESTED DETAILED CRITERIA FOR THE EVALUATION OF SOCIAL STUDIES TEXTBOOKS

A. Purposes of the textbook

- I. Contribution towards the purposes of teaching Social Studies.
- I. Conformity to Social Studies point of view.

"Social Studies is a field of study which deals with man, his relations with other men and his environment. Its content is drawn from several social sciences but is not determined by the discipline of any one of these. Rather, the content and organization of Social Studies derive directly from the purposes for which it is taught. Those purposes include an understanding of human relationships, knowledge of the environment, dedication to the basic principles and values of the society in which it is taught, and a commitment to participate in the process through which that society is maintained and improved. These

are the most important characteristics of the "Social Studies point of view."¹

2. Promotion of overall purposes of teaching Social Studies :

- (i) An understanding of man's basic needs and his activities to meet those needs.
- (ii) The study of how, in the process of evolution, man had to struggle hard to improve his lot and that man can improve his lot only through hard work and co-operation with his fellow-beings.
- (iii) Knowledge of man's ways of living—differences and similarities; how ways of living are influenced by various factors in the environment and how people with different ways of living can live side by side in peace.
- (iv) Knowledge of man's social and physical environment and the interaction between man and his environment.
- (v) Study of the institutions like family, school, church and Government developed by man to meet his needs.
- (vi) Dedication to the basic principles and values of society and a commitment to participate in the process through which the society is maintained and improved.
- (vii) Patriotic pride based on a fair and just appreciation of past and hope for a bright future.
- (viii) Tolerance and respect for people's views.
- (ix) A willingness to assume personal responsibilities for the effective operation of the group.
- (x) Respect for the dignity and worth of every human being regardless of racial, national, economic or social status.
- (xi) Ability to participate intelligently in the process of decision making in a democracy including parliamentary procedures and elections.
- (xii) A desire to obey law and authority based upon an understanding of personal responsibility towards others.
- (xiii) A willingness to assume responsibility for personal

1. National Council of Educational Research & Training, *Social Studies, a draft syllabus for classes I to XI* Deptt. of Curriculum, Methods and Textbooks, New Delhi, The Council, 1965.

and public property and for the natural resources of the nation.

- (xiv) A respect for people of all religions and for those from different parts of our country.

3. Promotion of national goals :

- (i) Democracy.
- (ii) Secularism.
- (iii) National Integration.
- (iv) Eradication of untouchability.
- (v) Improvement of nutritional standards.
- (vi) Elimination of wastage of food.

4. Promotion of moral values :

- (i) Appreciation for what is good.
- (ii) Abhorrence towards evil.
- (iii) Sense of discipline.
- (iv) Honesty.
- (v) Habit of speaking truth.
- (vi) Sense of justice.
- (vii) Judicious behaviour.

5. A balanced picture of the life of man and the interaction between man and the environment :

- (i) All aspects of the life, economic, social and political.
- (ii) Physical as well as social environment.
- (iii) Heritage, contemporary life and preparation for future.

6. Realization of the specific objectives of teaching Social Studies with reference to the particular grade for which the textbook is meant.

- (i) Understandings.
- (ii) Attitudes.
- (iii) Skills.

7. Conformity to the objectives of teaching Social Studies at the elementary stage.

8. Provision of a smooth link (without leaving any gaps) between the textbook for the preceding grade and also the textbook for the next grade.

9. Promotion of the central theme of the textbook.

10. Provision for the full growth of the personality.

- (i) Adequate knowledge
- (ii) Spirit of enquiry.
- (iii) Desirable conduct.
- (iv) Desirable attitudes and skills.

11. Based on the characteristics and background of the children.

12. Provision for the needs of the children of different levels of intelligence.

II. Adequacy with regard to the various uses a Social Studies textbook is put to by pupils and teachers.

1. For Teachers

- (i) Provides guidance for planning day-today teaching.
- (ii) Serves as a reference book.
- (iii) Gives suggestions for home assignments.
- (iv) Gives suggestions for activities.
- (v) Helps in evaluating the achievement of pupils.

2. For Pupils

- (i) Helps in the advance preparation for learning in the classroom.
- (ii) Forms the basis of learning in the classroom.
- (iii) Helps to revise and reinforce the classroom learning.
- (iv) Helps to do home assignments.
- (v) Helps to prepare for the examination.
- (vi) Provides reading for pleasure.
- (vii) Provides guidance and reference for further reading.

B. Academic Aspect of a Social Studies textbook

I. Appropriate selection of content

- (i) Correspondance with the outline suggested in the syllabus.
- (ii) Relevance to the objectives of teaching Social Studies.
- (iii) Relevance to the national and social goals.
- (iv) Promotion of moral values.
- (v) Suitability to the needs and interests of the children of a particular age group.
- (vi) Consideration for the needs of children of all levels within the group i.e. bright, average and below average.

- (vii) Relationship with the previous knowledge of the children—based on physical and social environment.
- (viii) Accuracy of information.
- (ix) Up-to-dateness of information.
- (x) Authenticity of the source of information.
- (xi) Adequacy of content in respect of subject matter.
- (xii) Adequacy of content in respect of time allotted to the subject.
- (xiii) Conformity to the specific objectives of teaching Social Studies in the particular grade for which the textbook is meant.
- (xiv) Promotion of the central theme of the textbook.

II. Suitable organization and presentation of content :

Organization.

- (i) Arrangement of subject matter into lessons, units or chapters.
- (ii) Proper sequence of chapters.
- (iii) Logical development of content within the chapters.
- (iv) Convenient length of the chapters.
- (v) Homogeneity in the length of the various chapters of the same textbook.

Presentation

- (i) Suitability to the approach adopted in the syllabus e.g. integrated or otherwise.
- (ii) Variety of styles.
- (iii) Easy to understand.
- (iv) Active involvement of the child.
- (v) Effective introduction of chapters.
- (vi) Logical development of ideas and generalisations.
- (vii) Suitable chapter-titles.
 - (i) Brief, (ii) meaningful, (iii) interesting.
- (viii) Promotes the spirit of enquiry.
- (ix) Gradually leads the children from known to the unknown.
- (x) Use of examples from the local environment.
- (xi) Involves the children in doing some useful activity.
- (xii) Helps towards the flights of imagination.
- (xiii) Appropriate paragraphs.
- (xiv) Smooth development of the subject.
- (xvi) Use of illustrations.

III. Appropriate language

- (i) Suitable language.
- (ii) Correct language.
- (iii) Correct spelling.
- (iv) Simple and short sentences.
- (v) Use of approved technical terms.
- (vi) Suitable explanation of technical terms.
- (vii) Effective communication.
- (viii) Consistency in spelling.
- (ix) Flow in language.
- (x) Proper capitalisation.

IV. Adequate and suitable Illustrations

- (i) Adequate in number.
- (ii) Purposefulness.
- (iii) Clarity.
- (iv) Relevance to the text.
- (v) Appropriate placement.
- (vi) Accuracy.
- (vii) Variety.
- (viii) Colourfulness.
- (ix) Appropriate size.
- (x) Authenticity.
- (xi) Help to make the text meaningful.
- (xii) Supplement the text.
- (xiii) Appropriate captions.
- (xiv) Provision of scales and keys in maps.
- (xv) Approval of maps by the Surveyor General.
- (xvi) Promotion of national and social goals.
- (xvii) Effective reproduction.

V. Appropriate Exercises

- (i) Variety.
- (ii) Adequate in number.
- (iii) Help to recapitulate important information.
- (iv) Suggestions for supplementary learning.
- (v) Suitability for the students of different levels i.e. bright, average, and below average.
- (vi) Promotion of the spirit of enquiry.
- (vii) Close relationship between the main text of the chapters and the exercises.

- (viii) Supplement and complement the main text of the chapters.
- (ix) Suggest activities which help towards better understanding of the text.
- (x) Promotion of skills related to the content.
- (xi) Suggest activities which foster desirable habits, attitudes and behaviour patterns.
- (xii) Help to evaluate the achievements of children.
- (xiii) Help the teacher in planning an effective programme of teaching Social Studies.

C. Physical Aspect

I. Appropriate size of the textbook

- (i) Suitable page size (experience favours crown quarto size—e.g. trimmed page— $7\frac{1}{4}$ " x $9\frac{1}{2}$ ").
- (ii) Suitable volume of the textbook.

II. Suitable Printing

Length of lines

- (i) Length of line is within the eye span of the child (experience favours a line of 28 ems on crown quarto paper).
- (ii) Consistency in the length of lines throughout the textbook.

Size of Margins

- (i) Help the eyes to focus on the printed area of the page.
- (ii) Save the reader from strain and difficulty while reading.
- (iii) Add to the aesthetic look of the page.
- (iv) Provide space to hold the book open.
- (v) Save the text-material from being covered or made dirty by hands.

(The favoured measurements of margins for crown quarto size are: Back margin—4 ems. Fore-edge margin— $5\frac{1}{2}$ ems. Top margin—4 ems. Bottom margin—5 ems.)

Type

- (i) Type size promotes readability.
- (ii) Use of a variety of type sizes to distinguish, exercises from main text and so on.

Experience favours the use of the following type sizes for the main text.

Class	I	II	III	IV	V
Type size :					
Text in English	24 pt.	18 pt.	14 pt.	12 pt.	12 pt.
Text in Hindi	24 pt.	20 pt.	16 pt.	14 pt.	14 pt.

The type sizes used for prelims and back pages, exercises and captions, chapter titles and sub-headings should be different from the type size used for the main text. Chapter titles are generally printed in bigger size whereas the exercises and captions are printed in smaller size.

- (iii) Straight type face is selected.
- (iv) Chapter titles and sub-headings are printed in bold face.
- (v) The main text is printed in white face.
- (vi) Technical terms, proper names etc. are printed in a distinct type face different from the main text.

Leading

The pattern of leading is consistent throughout the textbook.

Paper

- (i) The quality of paper promotes readability.
- (ii) The paper is durable.

III. Appropriate and attractive layout

- (i) The pages of the textbook look attractive.
- (ii) The size of the illustrations is proper.
- (iii) The placement of text and illustrations is proper.

IV. Suitable and attractive cover-page

- (i) The cover page is attractive.
- (ii) The cover page is colourful.
- (iii) The cover page reflects the theme of the book.
- (iv) The cover page is durable.

V. Suitable binding

- (i) Binding is durable.
- (ii) The book opens flat.

D Prelims and Back pages.

I. Title page

- (i) The title is properly worded.
- (ii) The type size used for the title page is bolder than the type size used for chapter headings.
- (iii) There is proper balance in the layout of the title page.

II. The author's name is given.

III. The copyright is given.

IV. The year of print, price and the imprint line are given.

V. Acknowledgements, if any, have been included.

VI. Foreword or preface

- (i) Foreword or preface is included.
- (ii) There are no mistakes in the preface.
- (iii) The type size used for the preface is smaller than the one used for the main text.

VII. The table of content is correct.

VIII. There are no mistakes in the glossary.

It is obvious from the above statement of criteria that there would be an element of overlapping between aspect 'A' and Aspect 'B'. This need not perturb us in the case of Social Studies textbooks for two reasons:

- (i) Each item under aspect 'B' is not necessarily evaluated with reference to all the criteria stated under 'A'.
- (ii) When a single element like the selection of content, is evaluated with reference to the objectives of teaching Social Studies or national and social goals, it does not cover all the aspects stated under the criteria for aspect 'A'. Also the evaluation of individual aspects does not give a very accurate overall picture of the textbook with reference to purposes of the textbook.

It is, therefore, essential to evaluate a Social Studies textbook with reference to the detailed criteria for each of the sub-heads such as the content, presentation, illustrations, language and exercises, and also evaluate the total book with reference to the criteria relating to the purpose of the book stated under 'A'. It may be suggested that perhaps it would be better to first evaluate the textbook against aspects B C and D and then in the end evaluate the total book against the criteria stated under aspect 'A'. The total evaluation of the book would be the evaluation against all the aspects A, B, C and D put together.

The criteria may be used for purposes of selection of a textbook from among a number of textbooks or for revision and improvement of textbooks or for research. In the case of selection and research, the question of quantification of evidences becomes relevant. In other cases detailed notes, observations and experiences with regard to each item of criteria would be more relevant.

In the end, it may be reemphasized that the present statements of the evaluative criteria for textbooks in Social Studies are only suggestive in nature. These will be refined through the process of tryout and application.

Procedures and Techniques of Textbook Evaluation

THAT THE EVALUATIVE criteria do occupy a pivotal position in the scheme of textbook evaluation, cannot be over-emphasized. The more precisely and objectively are the criteria and their respective components defined, the more pointed and deeper will be the level of evaluation. This realization leads us to the understanding that a textbook may be evaluated at more than one level of depth and specificity. The continuum of specificity for the terms used in the evaluative criteria may range from the most crude to the most critical analysis of the minutest details. Correspondingly, the evaluator's verdict about the different aspects of a textbook may also lie along a similar continuum running from the crudest to the most critical and explicit. The evaluator's judgement may, for instance, range from what may be a hasty, subjective remark about the size and printing of a book to what may be termed an objective judgement on the 'readability aspect' of the book supported by scientific evidence of several years of research. At what level of depth and specificity, a given textbook should be evaluated, is largely determined by the purposes of evaluation, the limitations of time and resources available and above all the competence of the evaluator.

It is, however, not enough to lay down the detailed evaluative criteria alone. What is more important is that various terms used to describe the criteria and their respective components should be defined in as precise, explicit and objective a manner as possible. This is a task which defies handy solution and therefore some compromises will have to be made.

Once the evaluative criteria have been detailed, the terms used to describe the criteria have been adequately defined and the desired level of specificity has been decided, the evaluator is required to choose and follow a definite approach to evaluation.

Broadly speaking, there may be two major approaches to textbook evaluation. These are: Rational or Logical and Empirical or Experimental. Each of these approaches may employ various techniques and procedures for evaluating a given textbook in Social Studies. The questions as to which technique to employ and which procedure to follow in a particular situation are again determined largely by the

purposes intended to be achieved as well as the time and resources available. Obviously, therefore, the choice of a technique or a procedure of evaluation will vary from situation to situation. If a particular technique is suited to evaluate a textbook at the manuscript stage, the other may be usefully employed to evaluate and improve a textbook at the revision stage. Still another technique may prove useful if it is proposed to evaluate textbooks for selection purposes. In conclusion, however, it may be said that, with a difference of degree and not of kind, all techniques and procedures of evaluation converge to pin-point the strengths and weaknesses of textbooks in different subjects and from various points of view. They also tend to suggest the ways and means to improve upon the textbooks by ridding them of their deficiencies and lacunae, if any.

We may now pass on to describe at some length the important evaluation techniques and procedures for the guidance of evaluators who will find them useful irrespective of the approach they follow to evaluate textbooks. These techniques and procedures are of special importance to those who happen to evaluate textbooks in Social Studies for elementary grades, although, with some modifications, these may be employed with equal ease and identical expectations, for evaluating textbooks for higher grades as well as textbooks in other subjects. For convenience, these are discussed under the two major approaches to evaluation.

LOGICAL OR RATIONAL APPROACH

The processes and principles involved in the preparation of Social Studies textbooks have been detailed in the first part of this brochure. Besides suggesting some guidelines and procedures to be followed by textbook writers, these basic principles provide us with a logical framework which can be conveniently used as a sound rationale, a standard or a yardstick against which to adjudge the final product, i.e. the textbook.

The logical approach to textbook evaluation concentrates on what may be called a careful analysis of the textbook in the light of the rationale that has gone into the making of the textbook. This approach is based on the assumption that there is likely to be a gap between what is ideally desired and what is achieved in practice. The exhaustive list of the criteria discussed in the foregoing pages is just one way of stating the rationale for evaluation in an orderly manner. At what level of depth the various aspects of the evaluative rationale or the criteria be specified is a matter of the evaluator's choice. At a high level of specificity, the evaluator may go, if he so desires, for quantification of his judgements.

In the main, the rational approach to textbook evaluation insists on the need to study, analyse and criticise textbooks against a set of well-defined and well-accepted criteria in as objective a manner as possible. However, it does leave scope for differences of opinion among evaluators whose individual judgements, though seemingly quite logical and rational, are bound to be fraught with some amount of subjectivity and personal biases.

As the name itself suggests, the logical or rational approach to textbook evaluation is based on arguments and reasoning. It excludes the use of the experimental method which requires the evaluator to go to the field, tryout and collect empirical evidences to prove or disprove a hypothesis or a set of hypotheses about one or more aspects of the textbook under evaluation. The rational approach, when used by textbook evaluators, results in a sort of textbook 'review' or a detailed 'critique' chiefly based on the experience, insightful thinking and logical judgement of the evaluator who consciously or unconsciously follows some evaluative criteria.

Evaluators, who happen to adopt logical approach to textbook evaluation, may employ a number of techniques and procedures for evaluating textbooks. Some of these techniques and procedures are discussed here with special reference to textbooks in Social Studies for elementary grades:

THE REVIEW TECHNIQUE

Review is a very common technique of book evaluation. Textbook evaluators have also used this technique more frequently than any other. When employed to evaluate textbooks in Social Studies, this technique follows the rational approach and results in a quick evaluation report of the book or the manuscript whichever is under review.

The technique of review involves a careful detailed study of the textbook by one person or more from different angles. It may be confined to a single element or may be so comprehensive as to encompass the textbook in its entirety. Also, it may be either quite atomistic in nature or it may be synthetic or gestalt view of the textbook. The significant point to consider is that a reviewer's observations and judgements regarding the different aspects of a given textbook are mainly based on his personal experience and insight. He may or may not be able to give convincing arguments in support of his comments which, in most cases, may carry varying degree of subjectivity and personal bias, thus rendering the evaluation report unreliable to some extent.

But, here again, as in the case of other technical activities, the

secret of maximizing reliability of the review findings lies in seeking the services of most competent and experienced reviewers.

Procedure : Textbook review is a highly specialised activity and only persons with sufficient knowledge and competence in the area of writing and evaluating textbooks should be entrusted with such responsibility. This can go a long way in helping to get the most out of a reviewer's comments.

However, in view of the special nature of the subject of Social Studies, more than one reviewer may be requested to scrutinize the different portions of the text. The reviewers may be asked to review, the entire textbook as a whole also. For a systematic evaluation, it is advisable to insist upon the reviewers to evaluate the book against a set of evaluative criteria laid down in advance.

What is more important in this context is that a reviewer should not end up with a report which either mentions only the strong points of the book or enumerates only the mistakes and deficiencies of the text. Even a review-report highlighting both strong and weak points of the book will be incomplete, unless it gives constructive suggestions for the improvement of the book or the manuscript under review.

A textbook may be reviewed at a slightly higher level of specificity, as is generally needed when textbooks are proposed to be evaluated for selection purposes. In all such cases where a greater degree of depth is desired, the reviewer may be asked to quantify his judgments regarding the different aspects of the book. Such a quantification, whether by giving numerical scores or by assigning grades, will enable the reviewer to pass a relative judgment on the textbooks he has reviewed. It is implied that the reviewer, while assigning scores or grades, will be guided by the scheme of weightage assigned earlier to the different aspects of the textbook.

For research purposes, it may become necessary to obtain a very high degree of reliability for the review report of a particular textbook. One convenient procedure to ensure the optimum degree or extent of reliability is to have the textbook reviewed by more than one reviewer and thus obtain "inter-reviewer-reliability" for different aspects of the book. Another method is to subject the textbook to other techniques of evaluation and then compare the results. It will be interesting to analyse and interpret the findings arrived at through different techniques, particularly when the results obtained through different techniques tend not to coincide or are diametrically opposed.

TEACHER-PUPIL-OPINION-ANALYSIS TECHNIQUE

Teachers and their pupils are the actual users of textbooks. They

form the real clientele whose comments and reactions, however crude and unrefined, can serve as a beacon to the planners, writers and evaluators of textbooks. In fact, perhaps, no other person can react in more objective and forthright a manner than the teachers who actually teach the textbooks and the students to whom the textbooks are directly addressed. It is, therefore, of great importance to know as to how teachers and pupils react to the textbooks and all that has gone into them.

The comments and opinions of these two main categories of textbook users may be obtained through pooling their first hand experiences, observations and reactions. The data may then be subjected to thorough analysis and scrutiny to know the suitability or otherwise of a given textbook after it has been in use for some time. This technique of evaluation may be called the Teacher-Pupil-Opinion-Analysis Technique.

This technique also follows the rational approach to textbook evaluation, but helps to provide a more objective view of how a textbook has been received by the teachers and the pupils in schools. The major purpose of this evaluation technique is to ascertain the quality of a textbook with regard to its suitability for and usability by the teachers and the pupils, and then suggest specific guidelines to bring about the improvements, wherever necessary.

Procedure: The Teacher-Pupil-Opinion-Analysis Technique is generally used to evaluate textbooks mainly for improvement and revision purposes. It may be employed after a textbook or a series has been in use in school for some time. Before the existing textbooks are revised and reprinted for further use, experiences and observations of teachers and pupils are invited, pooled, and analysed to locate the pertinently weak and deficient spots in the books. Suitable sampling procedures will have to be adopted and specific tools will have to be constructed for the collection of the required data.

The exact procedures and tools for the collection and analysis of data will vary from situation to situation. However, the following steps can serve as guidelines:

- (i) Identifying the pertinent portions of the textbook about which reactions of teachers and students could be obtained, such as language comprehension and vocabulary problems, illustrations, exercises, type-size, page-size, printing, cover-page, get-up, binding, durability etc, etc.
- (ii) Constructing the relevant tools for the collection of data. (These tools will vary from situation to situation such as, questionnaires, opinionaires, interview schedules, checklists etc. both for teachers and pupils).

- (iii) Collecting data from the field either through post or through personal interviews. This will include the application of suitable sampling procedures.
- (iv) Analysing data, interpreting results and preparing evaluation reports for the use of those responsible for the revision of the book.

If it is desired to apply this technique for research purposes, a suitable ex-post-facto design of research may be developed. The relevant data may be collected in respect of the aspects under evaluation and may be subjected to statistical treatment, if necessary. The findings may be used as feedback for revision of textbooks.

THE CONTENT ANALYSIS TECHNIQUE

In textbooks, content occupies the central position. The illustrations, the exercises, or the main body of the text—all constitute the content. Now, whatever be the purpose or technique of evaluation, it is perhaps the content which is the focus of attention each time we evaluate a textbook. When an evaluator says that a particular book does not conform to the syllabus, or it is too lengthy for the children, or a particular lesson will go over the heads of the readers, or the illustrations do not go side by side with the text, what he has done in each case is the analysis of the content in a particular way and from a particular angle. Irrespective of the method adopted, he has formed his opinion on the basis of the examination of the content in each case.

All our judgments about a textbook, in fact, cluster round the **content** in one way or the other. Content analysis, is therefore, basic to all textbook evaluation. However, the term 'content analysis' has been used in its narrowest sense, here.

Content analysis, when conducted scientifically and systematically, can result in an objective and quantitative evaluation of the given content, may be, of textbooks. If it is desired to evaluate textbook content at a greater depth, so as to solve some controversy or for research purposes, the technique of content analysis may be employed to describe the various facets of the content. The important point to remember about content analysis is that all analysts should arrive at the same results after they have separately analysed the given content.

The content of a textbook may be analysed through 'content analysis technique' for a variety of purposes. It may, for example, be analysed to find out whether the content corresponds to the quantum of knowledge to be gained, the skills to be mastered and the attitudes to be acquired by the learners as envisaged in the syllabus, whether the knowledge provided is adequate, and whether the content has unity and coherence. It may also be analysed to know the values communi-

cated both explicitly and implicitly and to discover stylistic features in content. This technique can also be used to audit the textbook content against objectives, that is, to evaluate the consonance of the content with such objectives as democracy, patriotism, pride for national heritage and the like.

The overall purpose of the textbook can also be assessed by analysing the weightage, in terms of space, i.e. pages devoted to text, illustrations and exercises; or the frequency allotted by the author to discrete ideas in different units.

Procedure : The exact procedures for content analysis will vary with the purposes to be achieved. However, some important common steps may be given here for the general guidance of those who wish to evaluate a textbook or parts of a textbook through the content analysis technique :

- (i) **Unit of Analysis :** Quantification is the core of content analysis. Different elements of the content need, therefore, be quantified. Firstly, the evaluator may determine as to what recording unit of analysis he will have. He may decide to have the word, the sentence, or the paragraph, or the theme, or the character as his recording unit. He may also decide to have a 'context unit' i.e. the largest body of the content which is examined in characterizing a recording unit. To give an illustration, an analyst may have the sentence as the recording unit and the paragraph as the context unit, or the theme as the recording unit and the paragraph as the context unit. In some cases, character may form a useful recording unit. In the case of Social Studies textbooks, the theme may be the most useful recording unit. To assess the suitability of the content with regard to the potential of the content for communicating values, the 'word' will be found to be a convenient unit, because the undertones of the words may be most effective instruments for measuring communication of values. Frequency of words, specially adjectives, is also an important index for the communication of values.
- (ii) **Schedule for Analysis :** For purposes of content analysis, the level of treatment, sequence of the matter, its difficulty level, language and style are all relevant categories. Suitable schedules for analysis will have to be devised in view of the specific purposes of analysis. A single schedule cannot serve the requirements of different categories of content analysis. The specimen analysis schedule given in this chapter will serve as a guideline for those who wish to undertake content analysis of a textbook.

After developing the schedule a two-dimensional chart will have to be prepared. On one side, different categories proposed for the schedule will have to be specified, while on the other, signs will have to be indicated with reference to presentation, illustrations and exercises, etc. etc.

The specimen analysis schedule which appears in this chapter describes in brief the process of analysing the content of a textbook lesson. It is hoped, it will serve as a guideline to the textbook evaluators who are expected to devise their own schedules in view of the purposes they want to achieve through the technique of content analysis.

After tabulating and quantifying the results, the evaluator will prepare a brief report about conclusions derived and the suggestions for the improvement of the text.

Since content analysis is a laborious and time-consuming technique it should not be used indiscriminately. It should be used only when it is absolutely necessary and no other suitable and easier method is possible or available. This technique can, however, be usefully employed to determine as to how far the book contributes to the development of desirable attitudes like democratic habits, co-operation, religious tolerance or to determine the coverage of the knowledge relating to different aspects of life or to determine the contribution of the textbook towards the development of desirable skills like map and chart reading, collecting and presenting materials.

A specimen content Analysis Schedule

To illustrate the use of the content analysis technique for evaluating textbook content, we present here a specimen content analysis schedule. This schedule is devised to analyse the content of a hypothetical lesson on the life of the people in a State or Union Territory of India. It attempts to analyse the supposed content with a view to indicating the coverage of the different aspects of the life of the people through the chapter under analysis. The items included under the aspects of knowledge, skills and attitudes are listed arbitrarily and do not represent anything final except illustrating a likely format for a content analysis schedule. Similarly, the tallies marked against items in the content column of the schedule are based on the content of a hypothetical chapter in a Social Studies textbook.

In fact, the final form of the content analysis schedule will always be determined in view of the objectives set by the analyst. With the final analysis schedule once prepared, the procedures of describing and recording the content and scoring, analysing and interpreting the data should be such that utmost objectivity is ensured.

A SPECIMEN CONTENT ANALYSIS SCHEDULE FOR EVALUATING CONTENT OF SOCIAL STUDIES TEXTBOOKS

(Based on a hypothetical lesson on the life of the people in a State)

OBJECTIVES	CONTENT		
	Text	Illustrations	Exercises
A. Knowledge of facts			
1. Geographical setting of the State with reference to:			
(a) Location			
(i) in the country		✓	
(ii) With reference to other States	✓	✓	
(iii) With reference to other Countries	✓	✓	
(b) Extent with respect to size		✓	
(c) Physical features			
(i) Mountains & hills	✓	✓	
(ii) Rivers	✓	✓	
(iii) Land forms			
Costal plain			
Rocky			
Marshy	✓	✓	
(d) Climate			
(i) Rain fall			
(ii) Temperature			
(e) Vegetation and Animal Life			
(i) Forests			
(ii) Main trees	✓		
(iii) Forest products	✓		
(iv) Wild animals	✓	✓	
(f) Main crops.	✓		
(g) Main minerals	✓		
2. Knowledge of the way of life of people with reference to:			
(a) Types of houses			
(i) Flat roofs			
(ii) Sloping roofs			
(iii) Building material			
(b) Food			
(i) Staple food			
(ii) Special food preparation	✓		
(c) Clothes			
(i) Special dress	✓	✓	
(ii) Special style if any		✓	

OBJECTIVES	CONTENT		
	Text	Illustrations	Exercises
(d) Language			
(i) Regional	✓		
(ii) Hindi	✓		
(iii) Any other			
(e) Occupations	✓		
(i) Farming	✓		
(ii) Mining	✓		
(iii) Important industries	✓		
(iv) Sheep rearing			
(v) Dairy farming	✓		
(vi) Handicrafts			
(vii) Any other			
(f) Transport & Communication			
(i) Rail			
(ii) Road			
(iii) Air			
(iv) Water			
(v) Animal			
3. Cultural heritage			✓
(a) Places of Interest			
(i) Historical	✓		
(ii) Religious	✓		
(iii) Geographical			
(b) Social			
(i) Fairs & Festivals	✓		
(ii) Folk dances	✓	✓	
B. Skills			
(i) Map reading			
(ii) Map making	✓		
(iii) Understanding relationship between facts.			
(iv) Making comparison			
(v) Drawing inferences			
(vi) Collecting & Presenting material & information			
C. Attitudes			
(i) Religious tolerance			
(ii) Co-operation	✓		
(iii) Appreciation for rural life			
(iv) Respect for the people of different regions			
(v) Appreciation for modern developments in science and technology			

Description

Left hand column in the schedule shows the objectives in terms of knowledge, skills and attitudes. These objectives have been divided into sub-points. Right hand column for 'content' has been divided into three parts namely text, illustrations and exercises. In a textbook, illustrations and exercises are a part of the content. It is immaterial whether a particular fact is communicated through text or illustration or exercise.

The sentence has been taken as the recording unit. As we go through the lesson sentence by sentence, we place tallies against the item for which the sentence stands. Here, it is possible that an item may get a tally against text only or in all the places i.e. text, illustrations and exercises.

Scoring

Each item appearing under objectives has been assigned a score of one. Therefore, the ideal score for a particular objective would be the sum of all the items under that particular objective. Each tally indicates one score. So, actual counting gives the score. Where an item gets tallies against text, illustrations and exercises, it should be given one score, for all the three are a part of the content.

The results of the content analysis of the hypothetical lesson analysed in this chapter have been shown below, both in the tabular form as well in graphic form. It may be noted that it is not necessary to use both these media of reporting the results. Any one of these may be chosen.

TABLE I

Showing scores for the coverage of different aspects of knowledge.

Aspects of knowledge	Maximum Score	Actual Score	Percentage
1. Geographical setting of the State	17	12	71
2. Life of the people	22	9	41
3. Cultural heritage	5	4	80

Figure I

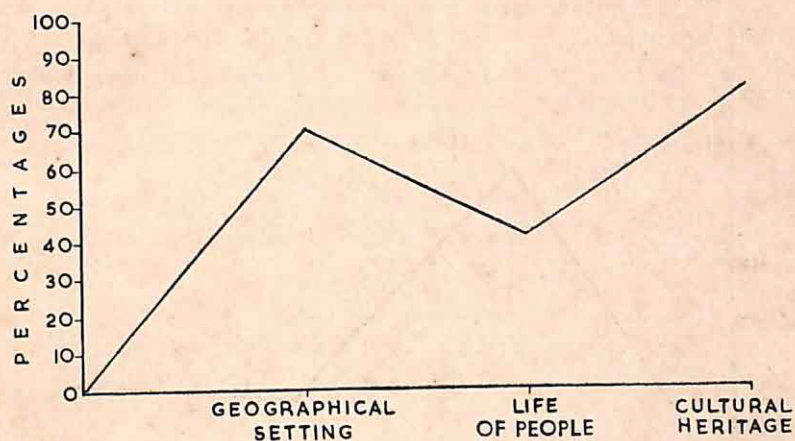
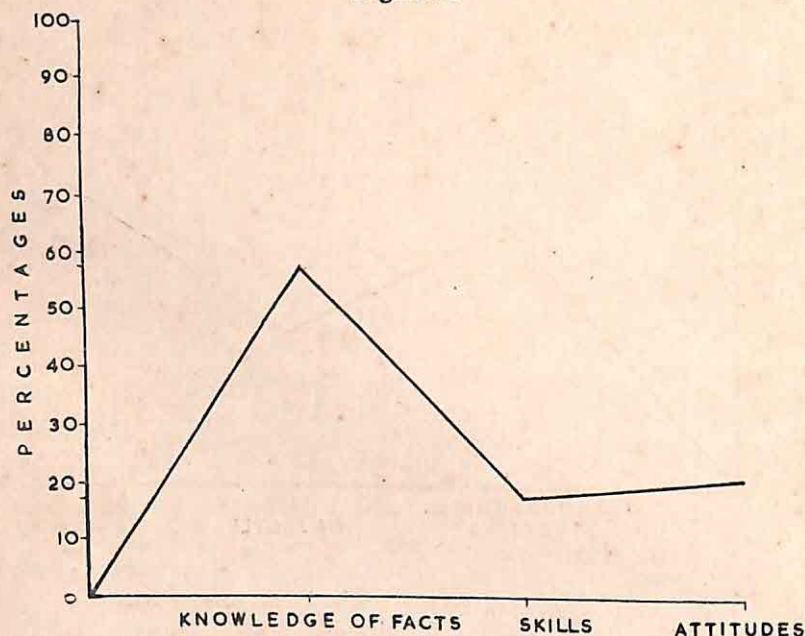


TABLE II

Showing scores for the coverage of different objectives.

OBJECTIVES	Maximum Score	Actual Score	Percentage
1. Knowledge of facts	44	25	57
2. Skills	6	1	17
3. Attitudes	5	1	20

Figure II



Interpretation

Table I shows the scores for the coverage of different aspects of knowledge against geographical setting, life of people and cultural heritage. In column two maximum score for each aspect is indicated. Column three gives the obtained or raw score for different aspects, whereas in the last column the raw scores converted into percentages are recorded.

The curve shown in Figure I is based on the data shown in Table I. It presents the results in a graphic form. It is obvious from the curve, as also from the table, that the content of the chapter lays more emphasis on the aspects pertaining to cultural heritage and geographical setting of the State than on the life of people as such, although, broadly speaking, the former two aspects are also a part of life of the people.

Table II shows the scores for coverage of different objectives—knowledge, skills and attitudes—supposed to underlie the chapter. Here again, as in Table I, maximum and obtained scores are given. The obtained or raw scores are converted into percentages and shown in the last column. The curve that appears in Figure II is a graphic representation of data shown in Table II. At a glance, it tells us that more emphasis has been laid on knowledge objectives than on skills and attitudes in the lesson.

EMPIRICAL OR EXPERIMENTAL APPROACH

As mentioned elsewhere in this brochure, textbooks are carefully designed to influence the learners in different areas and to help them grow smoothly towards certain pre-stated educational goals. A Social Studies textbook, for example, is expected to influence the pupils in the cognitive area by adding to their fund of functional knowledge. It is also expected to influence them in the affective area by contributing towards the promotion of desirable habits, skills, attitudes and appreciations. Such a wide view leads a textbook evaluator to concentrate on what may be called the evaluation of textbooks in terms of what they actually do to the learners.

No matter how good a textbook in its qualitative and production aspects, the suitability and ultimate worth of a textbook can be rightly determined on the basis of how perfectly it satisfies the all-pervasive criterion, that is, the **realization of the set educational objectives**. Any evaluation of a textbook will, therefore, be incomplete if it does not include the evaluation of the end-product. In other words, the real worth of a textbook could be known only if the growth and achievement of pupils, after they have used a textbook or a series of textbooks and other educational materials for a specific period of time, were evaluated scientifically and with precision. This is what precisely goes in the name of "Empirical Approach" to textbook evaluation.

Unlike the rational approach, the empirical approach insists on an actual tryout of the textbook in a natural setting. It is guided strictly by the empirical evidences gathered during the course of tryout in the field, and leaves no scope for subjectivity or biases. It goes without saying that an evaluation technique employing empirical approach will, of necessity, be spread over several months of careful planning, actual classroom teaching and observation. However, empirical approach applied to textbook evaluation, may or may not follow a rigorous experimental design. But, if it does, two matched groups of pupils, control and experimental, will have to be taken up. Else, if it is desired to involve the teachers to contribute to the improvement of the textbooks, a more convenient procedure based on action research technique may be adopted.

Empirical approach may be used for evaluating textbooks both at the manuscript stage as well as at the revision stage. It is, however, best employed for theorizing and research purposes. Some of the important techniques which fall under this approach may be briefly discussed here with special reference to the evaluation of textbooks in Social Studies for elementary grades.

RIGOROUS EXPERIMENTAL DESIGN TECHNIQUE

For empirical evaluation through this technique, a rigorous experimental design is to be employed in view of the objectives intended to be achieved through the use of a given textbook. The various aspects of the textbook to be evaluated through the experiment must be precisely defined. In view of the time, money, labour and personnel involved in carrying out this type of rigorous evaluation, great care must be taken. This technique should be employed only when it is absolutely essential. The experimental design should not be too ambitious.

Procedure: Textbook evaluation based on rigid experimental design technique will generally require two groups of children and teachers, and will cover the following steps:—

Step I

Matching Groups of Children with respect to the following

1. Age and grade.
2. Socio-economic background—(rural or urban).
3. Level of educational achievement in general.
4. Level of achievement in Social Studies.

Step II

Matching Teachers with respect to the following

1. Qualifications.
2. Experience of Teaching Social Studies.
3. Teaching style.
4. Age.
5. Sex.
6. Socio-economic background.

Note: Two different schools with two different teachers will be selected. The evaluator will work as coordinator throughout the experiment.

Step III

Introducing the experimental variable i.e. the Textbook

Step IV

Observing the expected outcomes as a result of the use of the textbook and maintaining relevant records

Given below are a few examples of the aspects which may be evaluated through the experiment.

Aspects to be evaluated	Tools for evaluation
1. Whether the students have gained the knowledge and the related skills as expected according to the purposes.	Achievement Tests
2. Whether the students have developed the expected habits, attitudes and social skills.	Observation
3. Whether the students use the knowledge in other contexts and read more from other books on similar topics.	Observation

Note : Similar items could be framed depending on the textbook used, the age group for which it is used, and the purposes stated in the syllabus.

Step V

Analysing data and drawing conclusions

ACTION RESEARCH DESIGN TECHNIQUE

This technique of textbook evaluation does not require a very rigid experimental design to follow, and is therefore, more convenient and practicable. If this technique is adopted, several aspects of a textbook can be concurrently evaluated in one or more schools at the same time. The evaluator, using this technique, is at liberty to evaluate the textbook as a whole or a few aspects or a single specified area. Similarly he can also use it for arriving at valid conclusions regarding the achievability or otherwise of the curriculum objectives established for a particular stage. This technique may thus be used not only to evaluate the textbooks and other instructional materials, but also to evaluate the total curriculum.

The findings of Action Research are generally valid for a given situation. In the case of textbook evaluation this limitation can be overcome. Evaluation of a textbook, through 'Action Research Design

Technique may be taken up concurrently in a number of school situations. A rational pooling of the findings in different situations will give reliable results.

Procedure: The entire scheme may roughly consist of the following major steps:

Step I

Identifying the aspects or areas (cognitive, affective and psychomotor) which the textbooks and other educational materials under evaluation are designed to influence.

Step II

Placing the ultimate educational objectives listed by curriculum planners, textbook writers and teachers on a suitable continuum.

Step III

Establishing specific goals contemplated to be achieved through the use of the textbooks and other materials under evaluation.

Step IV

Selecting and pretesting groups of pupils before actual experimentation.

Step V

Teaching the selected groups with the textbooks and other educational materials under study over a specific period of time say, a year or more. (This step will include orientation of teachers and selection and development of necessary materials for the use of teachers).

Steps VI

Collecting relevant data through tests and observation records and finally retesting the groups against the stated goals.

Steps VII

Interpreting results and drawing final conclusions regarding:

(i) Realization of established specific goals.

(ii) Worth and suitability of textbooks and other educational materials used.

- (iii) Usability of the tools and techniques employed in the evaluation of textbooks and other materials.

THE TRYOUT TECHNIQUE

The technique of tryout is a simple evaluation technique based on the principles of empirical approach. It is generally used to evaluate textbook manuscripts at the pre-production stage. It may also be used to improve textbooks before the revision stage. When employed at the pre-production stage, this technique involves the try out of the entire manuscript or a part of the manuscript in the actual classroom setting. The major purpose behind this technique is to ascertain the suitability of the text material in the practical situation. It attempts to locate the difficulties of the pupils with regard to language, vocabulary, comprehension, readability and the like. Though expensive, time-consuming and rather uncommon in our country, the practice of evaluating the worth and suitability of the textbook manuscripts through actual classroom tryout should form an essential part of every textbook programme, particularly for the elementary classes.

The tryout technique not only helps to improve upon the manuscript or the textbook, but also goes a long way in guiding the authors who often tend to overestimate or underestimate the children. It is, in fact, one way of developing good authors of textbooks in various school subjects.

Tryout technique has a special significance for textbook research. For example, researchers interested in evolving effective styles of presentation, drawing effective illustrations, evolving suitable layout designs or adopting suitable type-size for printing the textbooks, will find 'try-out' a handy and useful technique.

Procedure: Evaluation of textbooks in Social Studies may be undertaken through the technique of actual tryout in the classroom. This technique is of immense use in locating the language and comprehension difficulties of the children. Whether employed at the manuscript preparation stage, or at the revision stage, tryout should, as a rule, be undertaken in the schools where the textbooks are proposed to be used after preparation or revision.

For tryout purposes 'trial editions' of textbooks may be brought out in limited numbers, before the textbooks are finally printed on a mass scale. If this is not possible, mimeographed copies of the manuscript, with rough sketches of illustrations and maps, may also serve the purpose to a limited extent. The author, in collaboration with teachers and others, may chalk out a systematic plan for tryout and may select a moderately manageable sample of schools. It is always desirable to organize a short orientation course for teachers before

launching a tryout programme. It will ensure a smooth and systematic functioning of the scheme.

The teachers involved in the try out may be asked to collect relevant information regarding the various aspects of the book. For this purpose, a simple tool will have to be prepared in advance. The teachers will record their experiences, observations and reactions with the help of this tool.

The author should scrutinize and examine carefully the evidences collected by teachers. Observations made by pupils and recorded by teachers should be specially looked into. These will help him immensely in revising or altering his text at places where necessary.

Sometimes, two parallel series of textbooks written by different authors are published and tried out in schools under similar conditions. In such cases, it is possible to workout a suitable research design and make a comparative investigation into the various aspects of parallel series.

Tools for Evaluating Social Studies Textbooks

A variety of tools can be used for purposes of evaluating textbooks. The selection of the appropriate tool depends upon the purpose of evaluating a textbook. Some tools particularly relevant to the evaluation of Social Studies textbooks for elementary grades are given in this chapter. All of these tools are only suggestive in nature. These may be duly modified with reference to the purpose of evaluation and the time available. It may also be mentioned here that these suggested tools need be tested and further refined through actual use. In due course it may be possible to even standardise some of the tools.

COMPREHENSIVE EVALUATION PROFORMA FOR SOCIAL STUDIES TEXTBOOKS FOR ELEMENTARY GRADES

The proforma is intended to be used for the following main purposes :

- (a) Selection of a good textbook.
- (b) Revision and improvement of a textbook.

Use of the Proforma for selection of a good textbook

It has been repeatedly emphasized in this brochure that the evaluation of a Social Studies textbook must be done with reference to the physical aspect as well as academic aspect separately and also with reference to the total purpose of the book. The first column in the proforma lists the three broad aspects for which the book should be evaluated i.e. the physical aspect, the academic aspect and the overall purpose of the textbook.

The second column states broadly the important criteria for the evaluation of each of the three aspects. The third column further details out the criteria for each of the broad criteria stated in column two. If the evaluator has a very limited time at his disposal, he may like to evaluate the textbook only with respect to the broad criteria. He may or may not tick (✓) or cross (x) against each of the detailed criteria suggested in column three. He may, however, bear the detailed criteria in mind while checking against the broad criteria. 'Yes' in the fourth column implies the fulfilment of the given criterion by the text-

book under evaluation. It may be indicated through a tick (✓). 'No' in column five stands for the non-fulfilment of a criterion in the given textbook. It may be indicated through a cross (x). The ticks and crosses for a textbook against the broad criteria will help in forming a judgment about the strengths and weaknesses of a textbook. If however, time permits, an evaluator may tick and cross with respect to each of the detailed criteria and thus form a more reliable and objective judgment about the textbook.

The selection of a textbook assumes the existence of more than one textbook. Therefore, in the context of selection of textbooks, ratings may also be quite necessary. Although no special column has been provided in the given proforma, ratings may be done on a five-point scale with respect to the three broad aspects of evaluation. The ratings will of course be based on the judgment arrived at through checking against the detailed criteria. Ratings can help in providing a comparative view of the profiles of the textbooks under reference for selection.

It may be relevant to emphasize here that in the case of textbooks no compromises are possible as far as the quality of the textbook is concerned. The textbook to be used for children must be a first rate textbook. Therefore, evaluation for selection should also include measurement of the quality of a textbook as well as suggestions for improvement before the textbook is actually used.

Use of the proforma for revision and improvement of a textbook

For purposes of revision and improvement, it is absolutely necessary that the textbook should be examined with reference to each of the detailed criteria in column three. It is visualised that the evaluator may find it difficult to be satisfied only by putting a tick (✓) or a cross (x) against each criterion. Therefore he may like to use the column provided for comments to record his observations or evidences in support of the ticks and crosses he puts. The comments of the evaluators are very important for purposes of revision and improvement.

COMPREHENSIVE EVALUATION PROFORMA FOR SOCIAL STUDIES

TEXTBOOKS FOR ELEMENTARY GRADES

Aspects	Broad Criteria	Detailed Criteria	Yes (✓)	No. (×)	Comments If any
PHYSICAL					
	Appropriate size of the textbook	1. Suitable page size 2. Suitable volume of the textbook			
	Suitable printing	1. Length of line 2. Consistency in the length of lines through out the text- book. 3. Suitable mar- gins 4. Suitable type size 5. Appropriate leading between words between lines between words and illustra- tions 6. Consistency in leading throughout the book 7. Suitable paper			
	Appropriate and attractive layout	1. Attractive look of the pages 2. Proper size of the illustrations 3. Proper place- ment of text and illustrations			
	Suitable and attra- ctive cover page	1. Attractive cover page 2. Colourful 3. Reflects the theme of the book			

Aspects	Broad Criteria	Detailed Criteria	Yes (✓)	No. (×)	Comments If any
---------	----------------	-------------------	------------	------------	--------------------

4. Durable

Suitable binding

1. Binding is durable
2. The book opens flat

ACADEMIC

Appropriate Selection of content

1. Correspondance with the outline suggested in the syllabus
2. Relevance to the objectives of teaching Social Studies
3. Conformity to specific objectives of teaching Social Studies in the particular grade for which the textbook is meant
4. Relevance to the national and social goals
5. Promotion of moral values
6. Suitability to the needs and interests of the children
7. Consideration for the needs of children of all levels within the group
8. Relationship with the previous knowledge of children.
9. Promotion of the central theme of the textbook

Accuracy and up-to-dateness of content

1. Accuracy of information

Aspects	Broad Creteria	Detailed Criteria	Yes (√)	No (×)	Comments if any
		2. Authenticity of the source of information			
	Adequacy of content	1. Adequate in respect of time allotted to the subject.			
	Suitable organisa- tion of content	1. Arrangement of subject matter into suitable lessons, units or chapters. 2. Proper sequence of chapters 3. Logical development of content within the chapters 4. Convenient length of chapters 5. Homogeneity in the length of chapters of the book			
	Suitable presenta- tion of content	1. Suitable to the approach adopted in the syllabus. 2. Variety of styles 3. Easy to understand 4. Active involvement of the child 5. Effective introduction of chapters 6. Logical development of ideas and generalisations. 7. Suitable chapter-titles — Brief — Meaningful — Interesting			

Aspects	Broad Criteria	Detailed Criteria	Yes (✓)	No (×)	Comments if any
		8. Promotes the spirit of enquiry 9. Gradually leads the children from known to the unknown 10. Uses examples from the local environment 11. Involves the children in doing some useful activities 12. Helps towards the flights of imagination 13. Appropriate paragraphs. 14. Smooth development of the subject 15. Use of illustrations			
	Suitable language.	1. Appropriateness of language 2. Correct language 3. Correct spelling 4. Consistency in spellings. 5. Flow in language.			
	Suitability of the technical terms	1. Use of approved technical words 2. Consistency in the use of technical words. 3. Proper explanation of technical terms 4. Use of illustrations for explaining the technical words			
	Adequacy of illustrations	1. Adequate in number 2. Appropriate size			

Aspects	Broad Criteria	Detailed Criteria	Yes (✓)	No (×)	Comments If any
---------	----------------	-------------------	------------	-----------	--------------------

3. Appropriate captions

Effective reproduction of illustrations

1. Clarity
2. Colourful
3. Proper registration.

Purposefulness

1. Relevance to text.
2. Variety
3. Help to make the text meaningful
4. Supplement the text.
5. Promotion of national and social goals.
6. Promotion of moral values.

Usability of illustrations.

1. Accuracy
2. Authenticity
3. Appropriate captions.
4. Provision of scales and keys in maps.
5. Approval of maps by the Surveyor General

Appropriateness of exercises.

1. Adequate number in
2. Variety
3. Close relationship between the main text of chapter and the exercises
4. Supplement and complement the main text of the chapter.

Aspects	Broad Criteria	Detailed Criteria	Yes (✓)	No ×	Comments If any
---------	----------------	-------------------	------------	---------	--------------------

Variety of exercises.

1. Help to recapitulate important information
2. Suggestions for supplementary learning
3. Suitability for students of different levels
4. Promotion of spirit of enquiry
5. Suggest practices which help towards better understanding of the text.
6. Help to evaluate the achievement of children
7. Help the teacher in planning an effective programme of teaching Social Studies.
8. Promotion of skills related to the chapters.
9. Suggest activities which foster desirable habits, attitudes and behaviour patterns.

OVER-ALL
PURPOSE
OF THE
TEXTBOOK

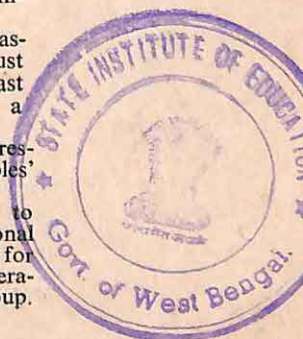
Conformity to
Social Studies
point of view

1. Understanding of human relationships.
2. Knowledge of the environment
3. Dedication to the basic principles and values of society.
4. Commitment to participate in the process through which the society is maintained and improved.

Aspects	Broad Criteria	Detailed Criteria	Yes (✓)	No (×)	Comments if any
---------	----------------	-------------------	------------	-----------	--------------------

Promotes the
overall purposes
of teaching
Social Studies.

1. Understanding of man's basic needs and his activities to meet those needs
2. Understanding the importance of hardwork and co-operation for progress
3. Knowledge of factors influencing the ways of living.
4. Knowledge of man's social and physical environment & the interaction between man and his environment.
5. Knowledge of the institutions like the family, school, church and government developed by man to meet his needs.
6. Promotes dedication to the basic principles and values of society.
7. Inspires to commit to participate in the process through which society is maintained and improved.
8. Patriotic pride based on a fair and just appreciation of past and hope for a bright future.
9. Tolerance and respect for peoples' views.
10. A willingness to assume personal responsibilities for the effective operation of the group.



Aspects	Broad Criteria	Detailed Criteria	Yes (✓)	No (×)	Comments if any
---------	----------------	-------------------	------------	-----------	--------------------

11. Respect for the dignity and worth of every human being
12. Ability to participate in the process of decision making in a democracy.
13. Desire to obey law and authority.
14. Willingness to assume responsibility for personal and public property and the natural resources of the nation.
15. Respect for people of all religions
16. Respect for the different occupations.

Promotion of national and social goals.

1. Democracy
2. Secularism
3. National integration
4. Eradication of untouchability
5. Improvement of nutritional standards.
6. Elimination of wastage of food.

Promotion of moral values.

1. Appreciation for what is good.
2. Abhorrence towards evil
3. Sense of discipline
4. Honesty
5. Habit of speaking truth.
6. Sense of justice
7. Judicious behaviour

Presents a balanced picture of the life of man and the interaction between man and the environment

Aspects	Broad Criteria	Detailed Criteria	Yes (✓)	No (×)	Comments if any
		1. Covers all aspects of the life of man —Economic —Social, —Political 2. Environment —Physical —Social 3. Heritage 4. Contemporary life 5. Preparation for future life			
	Conformity to specific objectives of teaching Social Studies in a grade				
		1. Understandings 2. Attitudes 3. Skills.			
	Conformity to objectives of teaching Social Studies at the elementary stage.				
	Provides a smooth link between the textbooks for the preceding grade as well as the next grade.				
	Promotion of the central theme of a given text book.				
	Provides for full growth of the personality				
		1. Adequate knowledge of subject matter 2. Spirit of enquiry 3. Desirable conduct			

Aspects	Broad Criteria	Detailed Criteria	Yes (✓)	No (×)	Comments if any
---------	----------------	-------------------	------------	-----------	--------------------

Based on the characteristics and background of the children

4. Desirable attitudes
5. Desirable skills

1. Involves children in doing some useful activities
2. Provides variety of experiences
3. Establishes relationship with the previous knowledge

Provides for the needs of the children of different levels of intelligence.

Adequacy with regard to the various uses a Social Studies textbook is put to by the teachers.

1. Provides guidance for planning day-to-day teaching.
2. Serves as a reference book
3. Gives suggestion for home assignments.
4. Gives suggestions for activities.
5. Helps in evaluating the achievement of pupils.

Adequacy with regard to the various uses a Social Studies textbook is put to by the pupils

1. Can be used for advance preparation by the child-

Aspects	Broad Criteria	Detailed Criteria	Yes (✓)	No (×)	Comments If any
		ren for classroom learning			
		2. Helps to revise and reinforce the classroom learning.			
		3. Helps to do home assignments.			
		4. Helps to prepare for examination			
		5. Provides reading for pleasure			
		6. Provides guidance and reference for further reading.			

ANALYSIS SHEET

The analysis sheet is intended to assist the evaluator in evaluating physical aspects of a Social Studies textbook. An evaluator may not know much about the technicalities of production. It would be helpful if some factual details about the production aspect of the textbook are filled in the analysis sheet and supplied to the evaluator.

The various items included in the analysis sheet are only suggestive. Other items may be added to it according to the need.

ANALYSIS SHEET

FOR SOCIAL STUDIES TEXTBOOKS

Title of the Textbook

Grade

Language

(Data about the textbook to be supplied to the evaluator)

1. Page size

Length.....ems.

Width.....ems.

2. Cover page

Thick cover

Hard cover

Paper back

Art paper

Jacket.

3. Binding

Hard board

Heavy paper

Cloth

Half cloth

Leather

Half leather.

4. Stitching

Centre stitching

Side stitching

Wire stitching

Section stitching

Perfect binding

5. Paper

White

Pale

News-print

Any other

6. Type size and face Type size/Type face/Bold/White
- Title page.....
- Chapter headings
- Sub-headings
- Text material
- Exercises
- Captions
- Preface or introduction
- Table of content
7. **Printing**
- Single column/double column
- One ink/several inks.
- Uniform inking.
8. **Margins**
- Back.....size
- Forehead.....
- Top.....
- Bottom.....
9. Length of the line
10. No. of lines per page
11. Approximate No. of words per page
12. No. of uni's
13. No. of chapters
14. No. of chapters under each unit
15. No. of pages devoted to each chapter.....
16. Total No. of pages
-

BEHAVIOUR OBSERVATION SCHEDULE

Textbooks and other instructional materials do influence the learners' growth in the affective area. What we mean by this statement is that the curriculum materials and methods used in schools attempt at shaping and directing the children's behaviour along desired lines. In Social Studies, the objectives related to the shaping of pupils' behaviour are much emphasized. Obviously, therefore, the need to observe, evaluate, correct and re-evaluate learners' behaviour is much more in this subject than in any other.

The specimen 'Behaviour Observation Schedule' given here is based on the 'Continuum of Internalization' suggested by Krathwohl, Bloom and Masia.¹ The continuum itself may be used as an evaluative tool for the appraisal of the learner's growth in the affective area. Data collected in the form of a pupil's behavioural responses over a specific period of time can be analysed systematically and the results used to indicate his achieved level of growth along the continuum. The achieved level of growth could be compared with the expected level of growth with regard to a particular affective objective or objectives specified earlier.

The procedure can be fruitfully employed to evaluate the worth and suitability of a Social Studies textbook and other instructional materials designed to influence the learners in the affective area. The achievability or otherwise of the total curriculum objectives can also be ascertained through this method.

The procedures for recording pupils' behaviour may vary from observer to observer. Some observers prefer to record pupils' behaviour only occasionally. For this purpose, they watch the students' behaviour in some specially contrived situations. Some others choose to gather samples of pupils' behaviour at some fixed intervals, say after every three months. Still others think it necessary to maintain a day-to-day record of the pupils' behaviour both in and out-of-school situations. To bring in more objectivity, it is important to remember that, when occasional observations are made, highly representative samples of behaviour should be taken into consideration for indicating an individual's position on the continuum.

It is extremely difficult to observe, record, categorize, analyse and interpret human behaviour. Even a small act depicting human behaviour is highly complex. It is, therefore, very essential that while analysing or interpreting behaviour, molar and not molecular, approach should be adopted. In fact, no behavioural act can be faithfully interpreted in fragments or in isolation from the total situation in which it occurs.

It is very essential to caution here that only highly experienced and competent persons should be entrusted with the responsibility of analysing and interpreting children's behaviour. Teachers may be given orientation in recording children's day-to-day behaviour which they observe. Analysis and interpretation may be done by expert analysts.

¹Krathwohl, D.R., Bloom, B.S; Masia, B.B; *Taxonomy of Educational Objectives*. Handbook II. Affective Domain; London, Longmans, 1964,

SPECIMEN BEHAVIOUR OBSERVATION SCHEDULE

(Based on the 'Continuum of Internalization' suggested by Krathwohl, Bloom and Masia)

CATEGORIES	RECEIVING			RESPONDING			VALUING			ORGANIZATION		CHARACTERIZATION	
	1.0			2.0			3.0			4.0		5.0	
	Awareness	Willingness to receive	Attention (controlled or selected)	Acquiescence in responding.	Willingness to respond	Satisfaction in response	Acceptance of a value	Preference for a value	Commitment or conviction.	Conceptualization of a value	Organization of a value-system	Generalized set	Characterization.
Sample Behaviour Readings	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	5.1	5.2

Description

The different categories and their sub-divisions on the continuum of internalization, may be briefly described here to illustrate the progressive growth of the child in the affective area. Democratic behaviour has been taken as the illustrative educational objective :

<i>Categories and their Sub-division</i>		<i>Description of Behaviour</i>
Receiving	1.0	It is the bottom rung of affective domain. Here, the child will be told or shown what we mean by 'democratic behaviour'.
Awareness	1.1	Here, the child will be aware that 'democratic behaviour' could be expected. This is almost a cognitive behaviour.
Willingness to receive	1.2	At this level, the child is willing to tolerate the given stimulus, to take notice of the phenomenon, and give it his attention. He does not avoid the stimulus. Here, he could be asked to observe how a situation was evolved through democratic behaviour.
Attention (controlled or selected)	1.3	The child begins to perceive the stimulus more clearly and consciously. He would be able to select the better of two situations—one including democratic behaviour and the other not including democratic behaviour.
Responding	2.0	Here, the child is sufficiently motivated and attentive. This level would have him participate in a democratic activity.
Acquiescence in responding	2.1	Here the child would meet the expectations of the teacher, and would obey him in responding to stimuli. The behaviour would lack voluntary action on the part of the child and he would not feel the necessity of doing so.
Willingness to respond	2.2	At this level, the action of the child would be more voluntary. He will have not only the will but also the capacity to participate in democratic activities more voluntarily.

*Categories and their
Sub-division*

Description of Behaviour

Satisfaction in response	2.3	Here, the child would begin getting satisfaction in response, i.e. behaving in democratic manner. His behaviour would be accompanied by a feeling of pleasure.
Valuing	3.0	At this stage, the child begins to assign some 'value' to democratic behaviour. Here, his action is not motivated by the desire to obey the teacher, but by individual commitment to the underlying value guiding the behaviour.
Acceptance or of a value.	3.1	Here, the child will accept the importance of democratic behaviour.
Preference for a value	3.2	He would begin to show preference for the value i.e. democratic outlook.
Commitment or conviction.	2.3	Here, the individual would be committed to the idea of behaving in a democratic way. He feels a tension which need be satisfied through practical democratic behaviour.
Organisation	4.0	This is a level of integration. During the course of internalizing values, the individual encounters situations for which more than one value is relevant. So, here, he would be weighing such values as, consideration for self or others, cooperation or competitiveness, individual judgement or group consensus etc. etc.
Conceptualization of a value	4.1	This level involves the process of evaluating individuals' responsibility in a specific task relevant to the objective of democratic outlook.
Organisation of a value system	4.2	At this level, democratic behaviour i.e. cooperation, consideration for others etc. will be the expected behaviour of the individual.
Characterization	5.0	At this level, democratic behaviour would become a rule for the individual.
Generalized set	5.1	Here, the quality of abstraction or conceptualization is added to behaviour. It gives an internal consistency to the system of attitudes and values.
Characterization	5.2	Here, the individual would acquire a great consistency of behaviour in accomplishing democratic activities. This is the peak of internalization.

OPINIONNAIRE FOR EVALUATING SOCIAL STUDIES TEXTBOOKS

(For the use of actual classroom teachers only)

(to be filled in by the individual or the agency conducting textbook evaluation)

Title of the Textbook under Evaluation.....

Grade for which prescribed.....

Subject.....Language.....

Author.....Publisher.....

Important: Please fill in the following information before you proceed further

Respondent's name

Qualifications

Experience of Teaching

School Address (in full)

General Directions:

1. This opinionnaire is designed to know your valuable opinions regarding the above textbook which you and your pupils have been using for quite some time. We are interested, as you too must be, we hope, in improving this book so that it can serve you and your students in full measure. You are, therefore, requested to give free and frank answers to the questions that follow.
2. All your answers will be treated as most confidential.
3. After you have answered the complete questionnaire, kindly mail it to the sender at your earliest.

Direction for filling in the Opinionnaire

Below are given some 50 questions. On the right hand side of each question are given three letters. —'Y', 'N' and 'U'. Please read all questions carefully. Encircle 'Y', if your answer is yes, and encircle 'N', if your answer is 'No. If you are undecided about the answer to any question, encircle 'U'. Now proceed.

1. Is the size of the book convenient and suitable for the children? Y N U
2. Is the volume of the book convenient and suitable for the children? Y N U
3. Is the coverpage of the book strong enough to withstand rough handling by the children over the year? Y N U
4. Is the binding of the book durable enough to withstand rough handling by the children over the year? Y N U

5. Is the paper of the book durable enough to withstand constant use by children over the year? Y N U
6. Is the price of the book reasonable for your pupils? Y N U
7. Do you find it difficult to cover the book within the year? Y N U
8. Is the book too easy to take one academic year to cover it? Y N U
9. Is the book just normally coverable within the year? Y N U
10. Is the general get-up of the book attractive and appealing for the children? Y N U
11. Do the pages of the book promote optimum readability? Y N U
12. Do the children, by and large, feel strain while reading the book? Y N U
13. Does the book cover all the topics given in the prescribed syllabus? Y N U
14. Is the content provided in the book suitable to achieve the objectives of teaching Social Studies? Y N U
15. Is the content adequate to achieve the objectives of teaching Social Studies? Y N U
16. Is the content, by and large, suited to the needs and interests of the children? Y N U
17. Is the content related to the previous textbook studied by the children in the preceding grade? Y N U
18. Is the content of the book properly organized? Y N U
19. Is the arrangement or sequence of the chapters appropriate? Y N U
20. Are all the chapters in the book of more or less equal length? Y N U
21. Is the presentation of chapters, by and large, suited to the characteristics of the children? Y N U
22. Does the book take sufficient care of the average pupils? Y N U
23. Does the book take care of the special needs of the talented pupils? Y N U
24. Does the book take care of special needs of the below average group? Y N U
25. Are the illustrations and examples drawn from the local and immediate environment of the children? Y N U
26. Are the language and sentence patterns used appropriate for the children? Y N U
27. Are the difficult words and concepts adequately explained in the text? Y N U
28. Do the children encounter too many comprehension difficulties in the text? Y N U

- | | | |
|-----|--|-------|
| 29. | Are the activities and exercises suggested at the end of each lesson practicable? | Y N U |
| 30. | Do the exercises help to develop the desirable attitudes, skills, habits and behaviour patterns in the children? | Y N U |
| 31. | Do the exercises help to evaluate the learners' achievement? | Y N U |
| 32. | Does the book give enough suggestions for home assignments? | Y N U |
| 33. | Does the book use too many illustrations? | Y N U |
| 34. | Does the book use too few illustrations? | Y N U |
| 35. | Does the book have just appropriate number of illustrations? | Y N U |
| 36. | Are the illustrations, by and large, effective and communicative? | Y N U |
| 37. | Do the illustrations provide enough opportunities for discussion in the class? | Y N U |
| 38. | Does the book help you in planning your day-to-day work easily? | Y N U |
| 39. | Does the book help you in organising a good Social Studies programme for your class? | Y N U |
| 40. | Does the book help you in improving your teaching style? | Y N U |

Now kindly give specific answers to the following questions.

41. Name the three chapters of the book which you have found to be most difficult for your pupils.
- (i)
- (ii)
- (iii)
42. Name the three chapters which you have found to be the most interesting for your pupils :—
- (i)
- (ii)
- (iii)
43. If this textbook were to be re-organised, how would you like to organise it. Please give your suggestions in brief.
- _____
- _____
- _____
44. If the chapters or units of this textbook were to be re-arranged, in what sequential order would you like to put them?
- _____
- _____
- _____

45. Please enumerate any five inaccuracies—printing or factual or language, which you have come across in the book.

Inaccuracies

Page No.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

46. Do you think that the textbook has any objectionable statements which you would like to be deleted?
If yes, please give specific examples.

Objectionable statements

Page No.

Reason for your objection

- (i)
- (ii)
- (iii)
- (iv)
- (v)

47. Do you think the textbook attempts to propagate anything which goes against the vital national interests—such as, national integration, communal harmony, democratic and secular values? If yes, please give specific examples.

48. Do you think the textbook attempts to lay undue emphasis on a particular religion or teaches hatred against any religion? If yes, give reasons for your conviction.

49. Do you think there are any important related points that the textbook has consciously or otherwise ignored to include or highlight? If yes, please enumerate them:

- (i)
- (ii)
- (iii)

50. Please give atleast five suggestions you think best to improve this textbook with regard to any aspect.

(i) Page No. _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

Date _____

Signature of the Respondent. _____

(Kindly remember to mail this opinionnaire to the sender as soon as you have completed it).

Reason for your
objection

Page No. _____

Objectible statements

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

47. Do you think the textbook attempts to propagate anything which goes against the vital national interests—science, technical education, command and democratic and secular values? If yes, please give specific examples.

48. Do you think the textbook attempts to lay undue emphasis on a particular religion or teaches hatred against any religion? If yes, give reasons for your conviction.

49. Do you think there are any important related points that the textbook has consciously or otherwise ignored to include or highlight? If yes, please enumerate them.

(i) _____

(ii) _____

(iii) _____